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ABSTRACT

This annotated bibliography is introduced by a description of the work of the Open University's Institute of Educational Technology (IET), which is concerned with all aspects of the academic work of the Open University and, increasingly, in wider spheres through its consultancy work and program of workshops on open and distance learning. The 1990 edition and its 1991 supplement cover the years 1984-1991, and contain items submitted by members of IET in the areas of educational technology, artificial intelligence, information technology, instructional materials, interactive video, computer assisted instruction, and distance education in general. Each of the four sections in this edition and the supplement begins with an explanation of how the entries are arranged, and lists authors alphabetically. The sections are: (1) Published work (83 entries for the 1990 edition and 50 for the 1991 supplement); (2) Internal papers and reports (87 entries for 1990 edition and 57 for the supplement); (3) Lectures delivered outside the university (14 entries for the 1990 edition and 22 for the supplement); and (4) Reports to external bodies (12 entries for the 1990 edition and 8 for the supplement). Indexes by number, subject matter, and authors conclude both the 1990 and supplemental lists, and an announcement of the Institute's PDET Workshop Programme for 1991 is included in the supplement. (DB)

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The Institute Bibliography

1990

Published and unpublished work by members of the Institute of Educational Technology

ED336082

Edited by Don J Whitehead

U.S. DEPARTMENT OF EDUCATION
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Preface

The Open University's Institute of Educational Technology whose members' work is listed in this Bibliography, is concerned above all with the improvement of student learning in the University. A vital part of this involves maintaining a knowledge base and this Bibliography is a main means to this end. This Bibliography makes available details of the records (published and unpublished) of the work carried out by members of the Institute.

The Institute is concerned with all aspects of the academic work of the Open University and, increasingly, in wider spheres through its consultancy work and programme of workshops on open and distance learning. The work of the Institute is organised into three centres which focus on different aspects of the application of educational technology. These centres are essentially work centres, they are not departments or self-contained units. Many members of the Institute work in more than one centre and, over time, the main emphasis of their work may move from one centre to another. In each centre members are involved in course development work, evaluation and the development of innovative approaches. Major innovations such as the University's new Home Computing Policy, and the use of the Cosy computer conferencing facility involves all three centres in providing the faculty course teams with assistance in implementation, evaluation, and application of the findings to course improvements.

The Centre for Information Technology in Education works with colleagues in academic planning and course production on the development and application of information technology. An extensive programme of research is carried out, much of it supported by external grants. The results of this research serve as exemplars which can be incorporated into course production procedures and enable centre members to contribute to policy making in the University. The centre works in fields such as text processing, programming language design, evaluation, information technology for learners with special needs, interactive video discs, computer assisted learning, computer-based training, computer aided design and artificial intelligence.

The Student Research Centre is concerned in the first place with the evaluation of the impact of the University's learning materials. This involves a range of studies using both quantitative and qualitative research methods. Projects include, for example, a regular survey of all new courses, indepth evaluation of courses with special needs, surveys of tutorial support for regions. These projects range from relatively brief pieces of work to longitudinal studies lasting several years. This work is supported by regularly updated in-depth analyses of student progress. The second emphasis of the Centre involves a holistic approach to all aspects of what it means for adults to be a student in a distance learning setting.

These activities provide information to assist decision making at all levels of the University and the Centre's work is widely used by members of the University's staff.

The Teaching and Consultancy Centre co-ordinates the Institute's work which directly relates to course production. The Centre's main concern is with providing specialist help to course producers on all aspects of course production with the aim of improving the accessibility and effectiveness of the University's teaching procedures and materials. Structuring courses, using media, activities for students, assignment design, developmental testing and pre-production reviews of materials are the concerns of the Centre's members. As well as acting as advisers and assisting course developers, centre members take active roles in course production: chairing course teams, writing teaching materials, 'transforming' materials produced by external consultants into high quality teaching material, especially for vocational and post experience courses for continuing education.

The Institute's external consultancies are negotiated and administered through the Centre. A wide range of work is carried out for private and public bodies in this country and overseas. A programme of workshops on the design and production of open and distance learning materials is offered each year: in 1990 we are offering our second three week course in July on designing systems and materials for open and distance learning, which will cater for colleagues from overseas, as well as the UK. Contributions to the workshops and courses come from members of all three centres, and colleagues in other parts of the University. It is intended that this three week course will be offered at least once each year, if you are interested in details please contact The Deputy Director, Teaching and Consultancy Centre, Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

Clive Lawless, Director, IET

Introduction

Welcome to the *Institute Bibliography* which is designed to serve the needs of all those who would like to know more about the work of individuals in the Open University's Institute of Educational Technology. In this reprint of the 1990 edition we have taken the opportunity to introduced a number of changes in typography and layout which we hope will further improve the Bibliography for its users.

We hope that the Bibliography continues to be useful to IET, the Open University, and the wider educational technology community, and will be valued by those who though not educational technologists are in some way engaged in the production of materials for the independent or distant learner in education or training. The unrivalled experience of IET in this field makes this bibliography an essential source of reference for those engaged in the production of such learning materials. This edition covers the preceding five years, (i.e, 1984–1988 inclusive) The contents include all items submitted by members of IET which are relevant to the area of educational technology, broadly intepreted.

Structure of this bibliography

There are four sections, each beginning with a full explanation of how the entries have been arranged. Within each section entries are listed alphabetically by author (co-authored papers are listed under the first author). For those readers who wish to examine several papers on the same subject, a subject matter index is provided, along with an index of authors.

Obtaining copies of entries

Open University readers wishing to obtain copies of the items cited should contact the author(s) direct at the Institute. Other readers should contact me, Don Whitehead (see below). The accession number, [e.g. ib1788] identifies individual items, and it will be of considerable assistance if this number is quoted in any correspondence.

All readers making a general enquiry, rather than a request for specific items, should define as clearly as possible their area of interest. There is normally a charge for papers supplied outside the Open University. The cost, including postage, of any given selection can be quoted.

Acknowledgements

Finally I would like to thank my colleagues for providing entries for this edition. In particular I am indebted to Robert Waller for his work on layout and typography, Clive Lawless for writing the preface, and to John Close and David Perry for their advice and assistance in the use of computing facilities. Responsibility for errors and omissions remains with me.

Don J. Whitehead

January 1990

[reprint May 1991]

Addresses for enquiries

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Institute of Educational Technology
The Open University
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Milton Keynes MK7 6AA

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0908 653602 (Direct Line)

Section A
Published work

If a work has been lodged with the British Library there is absolutely no doubt that it has been published. However, there are many works which receive wide circulation, and which may even be properly printed, without being sent to the British Library. In this section I have interpreted 'published' in the wider sense of the word. The majority of items can be found in academic libraries or can be obtained from the publishers, although a few items may not be easily accessible. Alternatively, the authors will usually supply copies on request, except in the case of books, which should be obtained via the normal commercial or library channels.

The entries are arranged alphabetically by author; each author's entries have been ordered chronologically as far as possible. Where more than one person has contributed to the work, it will be found under the first author's name only but the co-authors are listed in the "Author Index" Co-authored papers follow those by a single author.

Ashton P et al 1989 lb2463

Teacher Education Through Classroom Evaluation The Principles and Practice of IT-INSET
London: Routledge

IT-INSET (Initial Training - In-Service Education and Training) is a nationwide, school-focused programme which combines initial training for students with in-service education for teachers and tutors. The authors of this study explore the purposes and theory of IN-INSET, and discuss its growing role in teacher education. They provide new evaluative data on this approach to teacher education, combining large-scale survey methods with observation, interview, teacher evaluation, self-reporting and descriptive accounts. Six case studies illustrate the experience of IT-INSET from the perspective of each of its participating groups - students, teachers, tutors, pupils, training institutions and local education authorities. The authors given an account of the latest national evaluation of IT-INSET, describing the strategy employed, and report its findings about the quality of practice, the benefits to participants and the factors that make for successful practice. They summarise the contribution of IT-INSET to the initial and in-service education of teachers, review the current state of its development and consider what further progress can be made by training institutions, local education authorities and schools. This book is essential reading for all those involved in teacher education.

Baker M 1988 lb2202

A computational approach to modelling musical grouping structure.
Contemporary Music Review, 4

A prototype cognitive model for processing of musical grouping structures from discrete pitches is described, focussing on the level of the phrase for tonal melodies. The AGA system ('Automated Grouping Analysis') based on this model, has been implemented as a rapid prototype in Common Lisp on an Apollo Domain AI workstation. AGA exploits two ways in which the grouping and time-span reduction components of Lerdahl and Jackendoff's (1983) theory interrelate, in terms of the normal forms of time-span reduction and the parallelism exhibited at deep reductional levels.

Baker M 1988 lb2203

Tutoring with incomplete and uncertain knowledge.
International Journal of Educational Research. (Special Issue on Knowledge Acquisition in Intelligent Learning Systems.)

An architecture is described for an Intelligent Tutoring System in a knowledge domain where expertise is modelled as a set of uncertain and incomplete beliefs, which are justifiable and expressible in the form of a critical argument. Issues concerning knowledge communication in a tutorial interaction are discussed with reference to a cognitive model for perception of musical structures, used in an ITS for structural analysis and interpretation of tonal music. Justifications can be generated from the system's beliefs by representing the concepts which interrelate possible justification types.

Baker M 1988 lb2204

An artificial intelligence approach to musical grouping analysis.
Contemporary Music Review, 5

Work on modelling music cognition now seems to be at the stage where theories concerning the ongoing processes of musical understanding are required. This paper describes and critically assesses algorithms for two possible approaches to modelling how listeners process the 'musical surface' of discrete pitches to produce high level grouping structures in memory, being (i) syntactic processing using a grammar of chord function, and (ii) knowledge-based recognition of stereotypical phrase-level structures, using a system of frames (Minsky 1977). An integrated and resource limited system is advocated, which combines a parser of musical chord function with schema-based expectations concerning grouping structures.

Ballard A 1987 lb2290

Potential and limits of openess:
Community Education at the
Open University- A case study :
in Hogson, V.E., Mann, S.J. & Snell, R. [eds] Beyond distance teaching towards open learning.[ISBN 0-335-15603-7]
Milton Keynes : Open University Press

Community Education is one access route into the Open University. This paper describes the Community Education Programme and discusses the special schemes set up to extend access, and the successes and failures of these schemes

Ballard A 1988 lb2291

Meeting community needs: Community Education at the Open University
in Thorpe, M. & Grugeon, D. (ed)
Open learning for adults.
Harlow: Longman Open Learning

A description of the achievements of Community Education at the Open University through its collaboration with the Health Education Council, and its attempts to meet community needs.

Ballard A 1988 lb2292

Looking into paintings:
a collaborative venture
Open Learning 3, 3.

Review of the development of 'Looking into Paintings' pack with its four partnered collaboration and a brief description of the packs use and reception by a wide range of customers.

Bates A 1987 lb1904

Learning from television
Thorpe, M. & Grugeon, D. (eds)
Open learning for adults
Harlow:Longman Open Learning

This paper describes three different teaching characteristics of television: distribution, utilisation, and production. It describes briefly some of the unique teaching characteristics of television, and then suggests ways in which open learning institutions could, with limited funds, produce or use video. The paper ends with a brief discussion of how open learners learn from television.

Bates A 1988 lb1875

Television learning and distance education
ICDE Bulletin 16

This is the text of an inaugural lecture delivered on the award of a personal chair. It summarises the main conclusions from over fifteen years study of the Open University's and other distance education institutions' use of television. It argues that television is an essential ingredient of high quality open and distance education, but only when it fully exploits the medium's unique teaching characteristics

Bates A 1988 lb1880

The potential and realities of using satellites for distance education in Western Europe
Oslo: ICDE

The paper argues that technological and cost issues in the use of satellites are secondary to the educational issues. It also argues that the use of satellites in Europe is dependent on the identification of specific trans-European target groups with a clearly identifiable need for such courses. The paper also indicates that satellites can carry other media than broadcast television, such as electronic mail text transfer, low-band graphics and audio teaching; and that these enjoy cost advantages vis-a-vis television. The paper draws attention to the slowness of response of existing European distance teaching organisations, and the need for urgency dictated by the realities of political and economic factors outside the educational systems.

Bates A 1988 Ib2240

Delivery and new technology
Paine, N. (ed.) Open learning in transition
Cambridge: National Extension College

This chapter in the NEC's 25th anniversary publication points out the need for clear criteria for decision-making in the use of media and technology for open learning, and discusses four important criteria: access; costs; teaching functions; and organisational issues. Applying these criteria is likely to result in a more cost-effective mix of media, rather than being driven by the latest technological development.

Bates A 1988 Ib2241

Technology for distance education:
a 10 year prospective
Open Learning 3, 3.

Prepared for the European Association of Distance Teaching Universities' Long Term Development Group, the paper surveys the range of technologies likely to be available for distance education purposes in Western European countries over the next 10 years, for home-based learning, work-based learning, and communications between and within distance teaching institutions. The paper also discusses the requirements for decision-making and organisation to ensure appropriate use of the technologies for distance education.

Burt G 1989 Ib2429

Education as Challenge and Emancipation:
Perspectives for a global polical science
in Clausen B (ed) Internationalization & Glabalisation of Political Education and Political Socialization
New York: Lang Publishers

Political science today has a tendency to be ethnocentric rather than global, to focus on the state and to ignore the substance of politics. Looking at world society today we find a complex array of global political forces. Abstracting from this array, the force for globalisation and modernisation is dominant, challenged by "anti-systemic" forces from within modernity as well as by (sometimes local) forces of "tradition". Although these forces may struggle over the state, they are themselves embedded in the wider (global) society. The (global) cultural and ideological reproduction of these forces is sustained in part by political education. (Political science is itself part of this process - predominantly contributing to the force of modernity). The resolution of global problems requires a challenge to the political dominance of modernity. To this end "Education as Challenge and Emancipation" is proposed as a component in the reproduction of anti-systemic forces. Different global locations are likely to require different types of challenge. Although understandably much attention is given to locations where anti-systemic forces are strongest, what is perhaps most needed is cultural and ideological development offering challenge and emancipation in the heartlands of modernity.

Byrne C 1987 Ib2023

Can teachers be validly appraised?
Bunnell S (ed) Teacher appraisal in practice
London: Heinemann Educational Books

It is argued that teacher appraisal serves a number of necessary functions, but that it is usually too informal, too subjective and often seriously lacks validity. Procedures need to be more explicit, objective and valid, and teachers should have the right of appeal against appraisals. The chapter offers a logical and conceptual analysis of teacher appraisal in relation to the planning, interactive, and review phases of teaching. Other issues addressed include: the distinction between teacher competence and teacher performance; the lack of generality of teachers' effectiveness and criteria for teacher effectiveness, having regard to validity, values and aims. An outline is given of the possible ways in which a teacher could be appraised.

Calder J 1987 Ib2022

Adult education today and tomorrow
Oxford Review of Education 13, 1

This review article discusses the key themes of 'New perspectives on the education of adults in the US' by Huey Long; 'Adult education as social policy' by C. Griffin, and 'Philosophy of lifelong education' by K. Wain; all published by Croom

Crooks B & Kirkwood A 1988 Ib2082

Video-cassettes by design in
Open University courses
Open Learning 3, 3.

Simply distributing television on video-cassette removes many of the constraints of broadcast programmes, such as inconvenienmt transmission times. However new learning opportunities are opened up when TV material is designed for video-cassette from the start. Video-cassettes can perform all the educational functions of broadcast TV and can achieve some of them more effectively due to the additional control the learner can exercise by stopping, restarting and replaying the material. This paper attempts to identify a distinctive educational role for video-cassettes and considers design features of video-cassettes which enhance students control of the material.

Crow B & Thorpe M et al 1988 lb2094

Survival and change in the third world
London: Polity Press

Based on the highly successful Open University third world studies course, Topics covered include: colonial expansion, colonial economies, the development of industry and agriculture, the world economy, and theories of development.

Edwards A 1987 lb1970

Adapting user interfaces for
visually disabled users
Open University doctoral thesis
Milton Keynes: Open University

Recent developments in the design of human-machine interfaces have resulted in a situation which makes access to computer-based equipment more difficult for visually disabled people. The aim of this project was to explore whether it is possible to adapt such interfaces so as to make them usable by people who cannot see a screen. The approach adopted was based upon two principles: the replacement of visual interface entities by auditory analogues and appropriately constraining the resultant interface. The 'auditory screen' so produced consists of a grid of 'auditory objects' each of which is associated with a spatial location, a tone, a name and an action. In order to test the principles a word processing program was designed and implemented.

Farnes N 1988 lb2379

Open University Community Education:
Emancipation or Domestication?
Open Learning 3, 1.

This is a revised version of a paper presented at the conference of Education as Challenge and Emancipation, June 1987, at the Open University. In it, Nick Farnes, until recently the Director of the Community Education Programme at the OU, develops a model for assessing the effects of participation in OU Community Education courses; and he presents some interim findings from a study being carried out in the Strathclyde Region of Scotland.

Gale-Grant J 1987 1999

Health promotion skills and
the individual patient
Heller, Bailey, Gott & Howes (eds)
Coronary Heart Disease, Reducing the risk
London: Wiley

This chapter concerns the one-to-one relationship between a patient and a health care professional. It deals with patient characteristics; health professional's roles and skills, information to be transmitted, and the teaching/learning methods to be used including styles of communication.

Gale-Grant J 1987 lb2000

Designing group work for
professional updating
Thorpe, M. & Grugeon, D. (eds)
Open Learning for Adults
Harlow: Longman Open Learning

This chapter concerns group work in professional continuing education. The role and preparation of the group leader; course production methods for group work and individual study are discussed, as is the evaluation of group work at a distance.

Gale-Grant J & Marsden P 1987 lb2001

The structure of memorised knowledge in
students and clinicians: an explanation of
diagnostic expertise
Medical Education 21, 2

This paper demonstrates a consistent difference between the memory structures of novice and expert clinicians. There are no differences between these groups in breadth of thought, but there are differences in content and structure of thought.

Gale-Grant J & Marsden P 1987 lb2002

Diagnosis: process not product.
Sheldon, Brooke & Rector (eds) Decision making in general practice
Stockton: Stockton Press

The diagnostic thinking process can be conceptualised in many ways, which are described. The psychological/cognitive description of doctors thinking processes is presented in terms of a range of processes used and the underlying psychological factors

Hales G 1987 ib2042

The disabled
Blacker, F. & Osborne, D. (eds)
Information Technology and People: designing for the future
Leicester: The British Psychological Society

The paper considers ways in which the applications of new developments and information technology relate to the physical and psychological well-being of disabled people, and the ways in which they may use them to improve or normalise many aspects of their lives.

Hales G 1988 ib2043

An analogue for freedom: new technology and disabled people
Jones, A. & Scrimshaw, P. (eds)
Computers in Education 5 to 13
Milton Keynes: Open University Press

The paper explores the differences between the potential part that may be played by computers in the lives of disabled people, as compared with non-disabled people. For the disabled people computers become very much a part of the normal process of living, in order to allow them to function normally, and not an addition to life which may be put aside when not required.

Harry K & de Vocht C.1988 ib2201

European Association of Distance Teaching Universities Directory
Milton Keynes: International Centre for Distance Learning

The Directory is designed to provide detailed but concise information on the twelve members of EADTU, to be used within the member institutions and by any one outside with an interest in EADTU, or any of its members. Data has been provided by the institutions themselves. The twelve are: Studiecentrum Open Hoger Onderwijs v.z.w., Belgium; Jysk Aabent Universitet, Denmark; Federation Interuniversitaire, France; FernUniversitat, Federal Rep. of Germany; Deutsches Institut fur Fernstudien an der Universitat Tubingen, Federal Rep. of Germany; National Distance Education Centre, Eire; Consorzio per l'Universita a Distanza, Italy; Open Universiteit, Netherlands; Norwegian Association for Distance Education, Norway; Universidade Aberta, Portugal; Universidad Nacional de Educacion a Distancia, Spain; Open University, United Kingdom

Hawkridge D 1987 ib1938

Computer Aus- Und Weiterbildung
Erfahrungen und Anforderungen
GDI-Impuls 5, 3. (Switzerland)

This paper is a review of the development of computer-based training (CBT) since the early 1960s, using data from a recent study of CBT in many British and US companies. It briefly defines principles and concepts in this field, before providing a short history of CBT, with some of the highlights and disappointments.

Hawkridge D 1988 ib2085

The state of the art in computer-based training after 25 years
Bernold T & Finkelstein J (eds) Computer assisted approaches to training: foundations of industry's future
Amsterdam: North-Holland

An extended version of ib1938, this paper reviews the development of computer-based training (CBT) since the early 1960s, using data from a recent study by the author of CBT in many British and US companies. It briefly defines principles and concepts in this field, before providing a short history of CBT, with some of the highlights and disappointments. Two questions are considered in the light of company experience: what are the main benefits claimed for CBT and what are the chief problems encountered in using it? Finally, the author discusses the main alternatives for companies choosing CBT, and looks at what is likely to happen next.

Hawkridge D 1988 ib2086

Distance education and the World Bank.
British Journal Education Technology 19, 2.

This article is based on a study undertaken for the Education and Training Department at the World Bank. It reviews 32 Bank projects 1963-85 that included education via broadcasting (television and/or radio) and by correspondence. It is clear that Bank investments in distance education were most beneficial when the borrowing country and the Bank agreed on the educational objectives of the distance education component. It is also clear that distance education was most effective when it was sharply focussed on improving the quality of teaching available, when it was used to offer non-formal education to students who were without teachers and classrooms, and/or when it met social demands and answered urgent needs for formation of human capital through education and training.

Hawkridge D 1988 Ib2087

Living dangerously: educational technology in the eighties
Blake, C. (ed) Aspects of Educational Technology
London: Kogan Page

This paper asserts that educational technology is alive and well in the eighties, but living dangerously. It reports on the health of four well-known 'personalities' in the British educational technology community: (1) Computers in Schools; (2) the Council for Educational Technology; (3) Computers in Company Training; (4) the Institute of Educational Technology at the Open University. Finally, it offers a few prescriptions, to be taken with plenty of water.

Hawkridge D 1988 Ib2088

China's Television Universities: the future
Blake C (ed) Aspects of Educational Technology
London: Kogan Page

This paper complements and updates a paper published in the British Journal of Educational Technology in 1983 ('China's Television Universities'by David Hawkridge and Bob McCormick). The television university system in China is now expanding and modernising with help from a World Bank loan, yet there are potential problems of staffing, dependence on television, urban bias and academic standing. The Bank has high expectations of the system, and there are agreed performance indicators, listed in the paper, against which it will be judged. Beyond 1990, will the student body of the television universities change in size and nature? Will the universities offer different courses? Will they change the media they use to reach students? Will these universities ever die because they are not needed? This paper offers answers to these important questions

Hawkridge D 1988 Ib2089

Covering the waterfront: findings from a programme of research on computers in education and training
Blake C (ed) Aspects of Educational Technology
London: Kogan Page

This paper discusses a long-term programme, begun in 1981, of four studies on computers in education and training. The studies were planned to follow close behind four successive waves of innovation:

(1) when microcomputers arrived in UK and US schools in the early 1980s;
(2) when microcomputers became valuable in teaching disabled children and adults;
(3) when microcomputers entered company training;
(4) when microcomputers reached Third World classrooms in significant numbers.

All four studies follow a similar pattern, starting with identification of learning needs. In each, the researchers have been journalists, reporting what others have told them and what they have observed, but also academics analysing critically the context within which learning is occurring. The issues discussed are more permanent than the hardware or software. Lastly, the studies lead to some predictions about each wave. In covering the waterfront in this way there is a risk of superficiality and sheer error. Since the methods are more qualitative than quantitative, the findings are for debate, rather than being 'facts' based on experimental or survey research.

Hawkridge D 1990 Ib2347

Who needs computers in schools and why?
Computers and Education 15, 1-3.

What are the popular rationales for using computers in schools? Are there others that are being neglected? How do they stand up to criticism? Are they the same in both developing and industrial countries? Is there any evidence that priorities are changing? This paper addresses these questions and draws particularly on recent research funded by the Harold Macmillan Trust, in developing countries of Africa, Asia and the Arabic-speaking world.

Hawkridge D 1990 Ib2351

Computers in Third World Schools:
The China Example.
British Journal Educational Technology 21, 1.

This paper discusses a dilemma facing many Third World countries: should they place computers in their schools and for what purposes? The paper outlines alternative rationales. The main part of the paper describes policy in China at national level, and analyses policy and practice in Beijing City and Zhejiang Province. The paper is based on an international cooperative study led by the author and funded by the Harold Macmillan Trust

Hawkridge D et al 1988 Ib2090

Computers in company training.
London: Croom Helm &
New York: Methuen

This book is the product of a study, funded by the Leverhulme Trust, of computer-based training (CBT) in British and US companies, in banking, finance and insurance, general manufacturing, computers, the retail trade, transport, telecommunications and energy. It provides a critical analysis of what has been going on. It answers questions such as: Why have companies adopted or rejected CBT? What do companies say about their experiences? What happens during development and testing, and during implementation? Can companies tell whether CBT is cost-effective? What is likely to happen next, bearing in mind trends in training and technological changes? Is artificial intelligence being brought to bear? What will CBT be like in 2000 AD?

Henderson E et al 1987 Ib2069

The design, production and evaluation
of POPTRAN, a CAL package
for population training
British Journal Educational Technology 19, 3.

Collaboration between subject matter specialists, educational technologists and computer programmers has resulted in a CAL package for POPulation TRAiNing (POPTRAN). Its development and evaluation in developing countries with both naive and specialist users, has produced a package of both academic quality and teaching effectiveness.

Hennessy S 1990 Ib2331

Why bugs are not enough.
in Elsom-Cook M. (Ed.) Guided Discovery Learning: A Framework for ICAI Research.
Paul Chapman Publishing, [in press]

This chapter addresses key issues underlying the construction of accurate student models in the domain of arithmetic computation. The findings of an extensive investigation of the cognitive processes by which primary school children acquire formal arithmetic provide the basis for a critique of the major research in the area. This paper focuses specifically on exploring ideas developed by Kurt Vanlehn in 'repair theory'. It expands upon Vanlehn's realisation that bugs and slips alone are insufficient mechanisms for modelling arithmetic errors and for explaining the variability in children's problem-solving performance.

Hennessy S et al 1989 Ib2332

An intelligent tutoring systems approach
to teaching primary mathematics.
Educational Studies in Mathematics 20

This paper is concerned with the authors development of an adaptive computer tutor for arithmetic, called Shopping on Mars. This activity is unique in that it supports informal methods of calculation. It involves carrying out shopping transactions within the context of an adventure game. The program runs on an Archimedes 310 microcomputer and is aimed at 8- to 12-year-olds. Its main purpose is to help children develop an extensive repertoire of informal techniques for performing arithmetic in everyday situations, and to learn to formulate shortcuts to problem solving. The tutor keeps a record of how far individuals have progressed and of their difficulties, and it provides immediate feedback.

Henry J 1987 Ib2281

Psychokinesis and the RNG experiments
OU Psychological Society Newsletter 46

An outline of the experimental protocol used in Schmidt type RNG experiments and a discussion of the inadequacy of certain charges against him and parapsychology more generally. (4pp)

Henry J 1989 Ib2292

On meaning and practice in
experiential learning,
Gibson I & Weil S (eds) Diversity in Experiential learning
Milton Keynes: SRHE-Open University Press

An examination of the diverse use of the term experiential learning, both in terms of its meaning and the approaches with which it is associated in practice, informed by responses to a short survey on the subject from respondents in 5 continents.

Ismail N 1988 Ib2200

A year in the life of an Open University
student in the United Kingdom
Prospects 18, 2.

The author describes her experience of studying the Arts and Technology foundation courses of the Open University and sets out chronologically the various activities that take place throughout the year. The paper gives an interesting insight into the student's view of OU study

Kaye A 1987 lb1940

Computer conferencing and electronic mail
Grugeon D. & Thorpe M (eds)
Open learning for adults
Harlow: Longman Open Learning

Computer-mediated communication (electronic mail/ computer conferencing) has the potential for being more than just a substitute for correspondence tuition, and face-to-face meetings in the distance education context. This potential will be increasingly realised as access to the necessary equipment, and low cost communications networks becomes more widely available. This chapter concentrates on the applications of this technology to large scale systems, the author also notes the applicability to smaller distance learning projects, including cost advantages to small population courses within larger systems

Kaye A 1987 lb1941

On-line services for schools: an appraisal
Jones A. & Scrimshaw P. (eds)
Computers in education
Milton Keynes: Open University Press

After a brief description of the relevant technology, this paper examines the ways computers have been applied in practice to school education, drawing on examples from projects in a range of different countries. Finally it raises a number of questions about the future potential of these technologies, and the ways in which they can be best appropriated by teachers and pupils for their own needs.

Kaye A 1987 lb2066

Introducing computer-mediated communications into a distance education system
The Canadian Journal of Educational Communications

This article examines the potential of computer communications in a distance education context with specific reference to some early trials of electronic mail and computer conferencing at the British Open University. Three main challenges are identified in trying to introduce this new technology: scale, integration and optimisation. Barriers to the acceptance of computer conferencing as an educational medium for distance learners and tutors are described and analysed. Particular emphasis is placed on the importance of the tutor's role as potential moderators of conferences for distance learners

Kirkup G & Boyd D 1987 lb2377

Breaking the Bonds of Breastfeeding,
Milton Keynes : Open University

Case study material in study guide to the Open University Community Education Course P961.'Living with Babies and Toddlers'

Kirkup G & Bruce M 1987 lb1963

An analysis of women's roles under the impact of new technology in the home and office
Bjerkins, G. Pelle, E. & Morten, K.(eds)
Computers in democracy
Aldershot: Avebury

The authors argue that the impact of information technology on women's work in the home and the office must be understood in terms of an ideology of the sexual division of labour. This being so, they suggest that in order to achieve benefits for women from new technology, the ideology of the sexual division of labour must be challenged.

Kirkwood A 1987 lb1930

Under the microscope: (How students can monitor the quality of teaching)
Times Higher Education Supplement

In Britain and several other western countries concern about monitoring and maintaining standards in higher education appeared as a major educational issue in 1986. A role for students in Universities' procedures for the monitoring of standards was proposed as a major innovation. The quality of Open University teaching material is monitored in a variety of ways, of which feedback from students constitutes one aspect. This article briefly reviews the range of course monitoring procedures used by the OU since its earliest days.

Kirkwood A 1987 lb1931

Review of Knirk, F.G. & Gustafson, K.L. (1986) Instructional Technology: A systematic approach to education
Journal of Distance Education (Canada) 2, 1

A critical review of the authors' 'Synthesised Model of Instructional Technology', which embodies a highly mechanistic 'transmission ' model of the educational process.

Kirkwood A 1988 Ib2081

Computers in distance education: students access and issues of openness
Open Learning 3, 3 (pp18-22)

This article reviews the development of student computing at the Open University and reports a survey of students across all faculties. Attention is drawn to differing attitudes and levels of familiarity to microcomputing equipment between male and female students. Some possible implications for the openness of the Open University are discussed in terms of the introduction of a home computing policy.

Kirkwood A 1989 Ib1934

Enabling new students to examine their expectations of distance learning
Education and Training Technology International 26, 1.

Any advice and guidance offered to students about to embark on tertiary level distance education courses should help them address problems that are not only practical and organisational, but also educational and intellectual. Students need to consider the suitability of distance education for their needs and circumstances, and the intellectual demands of studying at tertiary level. Several institutions provide assistance by means of material in which a student-centred approach is adopted. Some examples of these attempts to enable individuals to realistically assess their expectations and aspirations are discussed in order to illustrate the advantages (and limitations) of this approach. Originally presented at 2nd International Conference on The First Year Experience: July 1987

Laurillard D (ed) 1987 Ib2018

Interactive media
Chichester: Ellis Horwood

This book, with contributions from sixteen experts in the field looks at the way interactive (user controlled) media can be exploited in the field of education and training. This is not a book about the theory so much as the practical applications of the media in which the authors have participated. Drawing on their varied experience in the field, they provide an invaluable guide to practitioners who are using, or considering using interactive media in teaching/learning packages.

Lockwood F 1989 Ib2340

The evaluation of Open University Preparatory Packages
Open Learning, 4 , 1.

Comprehensive surveys of the five Open University Preparatory packages (ADMST) revealed the extent to which the materials met students' expectations and provided resource material for them to resolve personal and contextual aspects of study and to assess and practice study skills within a context of academic study.

Lockwood F 1989 Ib2342

Data collected by self recorded audio cassette tape
Research in Distance Education. (in press).

The collection of qualitative research data by conventional interview and questionnaire is compared and contrasted with data collected by allowing students to record their own comments on audio tape in response to items on an interview schedule.

Lockwood F et al 1987 Ib2073

Improving teaching at a distance within the University of the South Pacific
International Journal of Educational Development

A preliminary to improving the teaching material studied at the University of the South Pacific, involves identification and consideration of those factors that may detract from their teaching effectiveness. The relatively high withdrawal failure and dropout rates identified three areas of concern: (1) Pre-registration counseling and provision of preparatory materials (2) Readability of teaching materials (3) Excessive student workload. The paper goes on to describe these problems in some detail and some the responses of the University designed to help students overcome them.

MacDonald-Ross M 1989 Ib2309

Towards a graphic ecology
in Mandl H. & Levin J [eds] Knowledge aquisition from text and pictures
Amsterdam: North Holland

This chapter addresse the problem of the erratic distribution of graphic communication skills at the level of "Master Performers" are distributed in the population. It then goes on to outline a way in which these skills can be externalised to facilitate their application and teaching by others.

Mason R 1987 ib1912

Computer Conferencing:
Its contribution to self-directed learning
Proceeding of the Second Guelph Symposium on Computer Conferencing
Guelph, Ontario: University of Guelph

The concept of group learning through discussion has finally come of age in post secondary education circles. At the same time computer conferencing, a unique tool for facilitating this interaction has become available to educators. The paper draws attention to the need for students to change their attitude to studying if the use of conferencing and other interactive methods are to be used to best advantage

Mason R 1988 ib2078

Computer conferencing and
the University community
Open Learning 3, 2.

The Open University has undertaken the largest ever educational application of computer conferencing. This involves 1500 students and 65 tutors with workstations at home connected to the mainframe computers at the OU's Walton Hall headquarters. The course, 'Introduction to Information Technology: Social and Technological Issues' (DT200) is delivered by the full range of OU media in the normal way, including correspondence and face to face tutorial provision. It has been found that the of computer conferencing greatly enhances the effectiveness of the tutorial role. This paper describes the tutor's role as conference moderator; and the systems possible other applications to improving communications in the Open University community.

Mason R 1988 ib2079

Computer conferencing:
a contribution to self-directed learning
British Journal of Ed.Technology 19, 1

This article describes computer conferencing in its educational context, particularly as a tool for encouraging learner autonomy. Conferencing experiments at the Open University with a large undergraduate course (c1500 students and 65 tutors in 1987) are described and guidelines for the effective use of computer conferencing are proposed. Integration of the facility into the course, relevance to student assessment, ease of use, and training in the requisite special skills needed for the tutor/conference moderator are among the proposals put forward. This paper goes on to pose some of the questions, and identify the issues relevant to the future use of computer conferencing in educational settings.

Mason R & Kaye A (eds) 1989 ib2325

Mindweave: Communication, Computers, and Distance Education
Oxford, Pergamon

Computer Mediated Communication (CMC) along with other on-line technologies abolish time and place constraints, and allow students and teachers from anywhere in the world to communicate with each other at their own convenience. This book, based on a conference held at the Open University in 1988 has major contributions by experts from the UK, Canada, Denmark and the USA. The book contains the first publication of a cost analysis of the introduction of CMC into a mass distance teaching system. [273 pp.]

Melton R 1987 ib1919

Innovation in the Open University
Open Learning 2, 3.

This paper reports on the outcomes of a seminar-workshop held at Maryland College on the 14th-15th October 1986. The purpose of the exercise was to discuss the subject of innovation in the OU, how it occurs, what helps it to take place and what hinders it.

Melton R & Zimmer R 1987 ib1918

Multi perspective illumination: A case study
British Journal of Educational Technology 2

This paper shows how the multi-perspective illumination process provides a safe channel for people in different sections of an organisation (here the Open University) to share their chief concerns and best ideas and arrive at mutual understanding. Ordinary meetings cannot handle such material.

Nicodemus R 1988 ib2083

Hams tune in for a wider perspective
Sesame March/April

This short article suggests that many students could enhance their studies by listening in to short wave radio, pointing out that short wave provides 'a window on the world' providing information and viewpoints not normally found in the British media. The author offers to supply his paper, 'Shortwave Radio-a comparative review' (ib2084) to any student interested in examining further the possibilities of short wave.

O'Malley C 1987 Ib2033

Understanding explanation
(School of Cognitive Sciences,
Report No CSRP-88)
Brighton: University of Sussex

This is a technical report which discusses online help and explanation systems. It argues that current systems are inadequate because they lack a psychological account of explanation as a basis for design. Several issues are raised concerning explanation and the needs of users. Suggestions are made for analysing explanation in terms of joint negotiations between two agents

O'Shea T et al 1988 Ib2334

Design choices for an intelligent
arithmetic tutor.
in Self J (Ed.) Artificial Intelligence and
Human Learning: Intelligent Computer -
Assisted Instruction.
London: Chapman & Hall

This chapter discusses the design choices facing a project to build an intelligent tutoring system for arithmetic skills. The aims of the project are to assist the child in constructing a large flexible repetoire of efficient written and mental methods of calculation, develop the child's ability to use alternative methods intelligently, and also foster the mathematical understanding that necessarily underlies their use.

Rowntree D 1988 Ib2300

The Managers Book of Checklists
London: Corgi

This book is about helping managers ask the right questions. It contains a series of practical checklists that cover every aspect of management. They are specifically designed to give the reader [manager] the confidence to tackle work in a systematic way. The idea is that that by systemically asking the right questions, the manager greatly enhances the chances of getting the right answers.

Scanlon E et al 1987 Ib2014

Mental models of novices learning
to program
Jones A, O'Shea T & Scanlon E (eds)The
Computer Revolution in Education: new
technologies in distance education
Brighton: Harvester Press

This chapter discusses a study of how novices begin to learn programming in an environment that has been designed to tackle the thorny problem of teaching novices programming at a distance. It is concerned with a detailed investigation of students learning, and producing models of that learning. The aim is to use those models to improve instructional materials for teaching at a distance

Scanlon E et al 1987 Ib2032

Evaluating computer assisted learning
at the British Open University
in Jones A, O'Shea T. & Scanlon E (eds)
The computer revolution in education:
new technologies in distance education
Brighton: Harvester Press

This chapter discusses the development, role and evaluation of Computer Assisted Learning (CAL) at the Open University. It begins by reviewing the case for CAL in distance learning and briefly describes the Open University and its provision for CAL and computing. The different kinds of CAL in common use are then discussed, particularly tutorial and simulation CAL, and explains how CAL can be organised and delivered in a distance learning situation. The role of the OU/IET CAL Research Group is discussed, and also the findings of an evaluation study which the group has carried out. Finally there is a look at likely future developments in the field.

Thorpe M 1987 Ib1985

Adult learners in open learning
Thorpe M & Grugeon D (eds)
Open Learning for Adults
Harlow: Longman Open Learning

This chapter argues that open learning cannot avoid issues of value: the goals of learning and whose needs are to be given priority. It introduces the varied uses to which open learning has already been put – including community education and non-vocational studies as well as job training. The chapter identifies a number of concerns highlighted by this varied provision for adults: motivation, with all its implications for curriculum design: learner support and feedback, especially in the early days of a return to learning: approaches to learning, the difficulties of learning how to learn: the individuals learning context; especially pressures of family, job, and other social roles. The implications of these factors for role development by the practitioners of OL is explored.

Thorpe M 1987 Ib1986

Assignments

Thorpe M & Grugeon D (eds)
Open Learning for Adults
Harlow: Longman Open Learning

This chapter argues that assignments have great significance for learning whether assessed or not, in that they prompt study and represent work undertaken by the learner independently. The author uses examples from Open University courses to show how the course team can influence learning by the design of an assignment structure. Course teams have tended to under-estimate the amount of time students' take to do assignments, and have often developed assignment design over the course life in response to tutor and student feedback. The importance of the tutor-student relationship is discussed, (although computer marked assignments can now also include extensive 'personalised commenting'). It is noted that the process of being assessed and taking feedback on performance, focuses for many students all their anxieties about educational failure, and further learning.

Thorpe M 1988 Ib1987

Role development in an open access system
Studies in Higher Education 13, 2.

This paper focuses on the role of direct teaching in the Open University, which is carried out by part-time tutors and tutor-counsellors most of whom are employed full or part time in other institutions of further or higher education. The paper analyses the experience of such staff in developing teaching expertise for an open access system, especially their perceptions of the new skills and awareness they found necessary to develop. Although there were differences in perception and of emphasis here, the evidence overall is that significant changes in the lecturer role are required, involving the development of new skills and in some cases a new attitude towards those who are learning. A more diverse range of tasks is required, the teaching function may be split between several media and strategic decisions are necessary, especially over the use of group teaching time. However the rewards of working with mature students and of interdisciplinary teaching provide a continuing source of motivation and commitment. (Pages 151-164)

Thorpe M 1988 Ib2095

Evaluating open and distance learning
Harlow: Longman Open Learning

This book's aim is to suggest an approach to evaluation which will encourage practitioners of open and distance learning to integrate evaluation into their programme work. A variety of approaches to evaluation are reviewed, with emphasis on the value of formative self-evaluation already undertaken by practitioners. There are also chapters on tuition, counselling, materials development, self evaluation by learners, and the process of carrying out an evaluation.

Thorpe M & Grugeon D (eds) 1987 Ib1984

Open Learning for Adults
London: Longman

'Open Learning' is an umbrella term covering a wide variety of educational and training initiatives which have aimed to break down existing barriers in institutional provision so as to widen access and place the learner in greater control. Drawing mainly on the work of the Open University in both its undergraduate and other programmes, this book outlines issues and practices which it is argued are generic to open learning; the adult learner studying part-time; learning to learn and returning to study; the role of tutor/counsellor/trainer; the contribution of different media; assessment; correspondence teaching and learning in groups.

Thorpe M & Ryan S 1987 Ib1978

The context for course evaluation
Teaching at a Distance: Institutional Research Review 2

This article discusses the common Open University '1+7 model' of course evaluation. In this model the course undergoes considerable adjustment in its second year of presentation, based on extensive evaluation and collection of feedback during the first year. The authors argue that this system is geared only to the authorship of the course, and fails to take into account the different stages of a course's life cycle; and the role of tuition. They argue that to be effective, evaluation must address these issues.

Vincent A 1989 Ib2462

New Technology, Disability &
Special Educational Needs
London: Further Education Unit

During the past decade, there has been a continual increase in the scale and scope of using the new technologies for those students in further education with disabilities and special educational needs. It has been a period of innovation with numerous examples of how the new technologies have provided students with more choice in relation to the curriculum, and provided new opportunities in transition to other educational areas and to employment. However, many students have not realised this potential or have not had such opportunities. This 'State of the Art' publication draws together experiences from the further education sector and associated sectors: Schools, Employment, Health, and Social Services. There are contributions from individual and groups of students with special educational needs - the people for whom the schemes, initiatives and provision of the last decade have the greatest implication.

Waller R 1987 Ib2068

Typography and reading strategy
Britton B. & Glynn S (eds) Executive
control processes in reading
London & : Lawrence Erlbaum Associates
Hillsdale N.J.

Typography – the design of typefaces and page layouts – is a visual aspect of verbal language. This chapter examines the differences between spoken and written language, and examines the ways in which typography and page design can materially assist the reader in getting the meaning from the text.

Waller R & Whalley P 1987 Ib2308

Graphically organised page
in Corte E et al (eds)
Learning and instruction
Oxford : Pergamon Press

This paper involves an analysis of the effects of typographic cuing on learning. Alternative graphic formats were created to provide different access structures for texts involving comparative/contrastive argements. Experimental results showed a striking superiority for the graphic format over conventional structures

Woodley A 1987 Ib1953

Understanding adult student dropout
in Thorpe M & Grugeon D (eds)
Open learning for adults
Harlow: Longman Open Learning

This paper offers some research findings, and a conceptual framework for understanding adult student drop-out in various educational settings.

Woodley A 1987 Ib1954

Has the Open University been
an unqualified success?
Journal of Access Studies 2, 2.

This paper examines the extent to which the Open University has been successful in attracting people with low educational qualifications, and examines the performance of such students in the OU system.

Woodley A 1988 Ib2093

Unto everyone that hath shall be given? – an
analysis of graduate outcomes at the Open
University of the United Kingdom
in Sewart D & Daniel J (eds)
Developing Distance Education
Oslo: ICDE

The evidence presented in the paper does not support the view that those who enter the University with low previous qualifications remain 'disadvantaged' after graduation. They record high levels of personal, social and overall benefit. It is only in the occupational sphere that somewhat less benefit is noted.

Woodley A & Last A 1987 Ib1955

What Open University graduates have done
Milton Keynes: Open University

This leaflet uses data from a 1985 survey of Open University graduates. It is designed to help potential OU graduates think about their own career development.

Woodley A et al 1987 Ib2092

Choosing to learn: adults as students
Milton Keynes: SRHE & O.U.Press

This book is the outcome of a comprehensive survey of adults in education in 1980-81. Commissioned by The Department of Education and Science, the study covers the full range of courses from pottery evening classes to higher degrees. The aims of the study were: to map the distribution of adults across these courses, to identify and compare the characteristics of adults in the different types of courses, to investigate incentives and barriers to adult participation and to analyse adult' experiences of their courses.

Zand H & Burt G 1988 lb2239

Social and emotional dimensions of continuing education in mathematics
Programmed Learning and Educational Technology

This study is designed to test the hypothesis that that adult students often have problems in studying mathematics because they feel threatened by mathematical situations, and that this is exacerbated by the elitist ideologies of teachers. A secondary aim was to chart out in detail the feelings of two groups of mature students studying mathematics.

Zimmer R 1988 lb2252

Book review: 'Effective Teaching and Mentoring: Realising the transformational potential of adult learning experiences' (Laurent A. Daloz)
Instructional Science

A review of a beautifully written, widely referenced book about the inexorable transformational journey on which an adult embarks on re-entering formal education, and the role of the teacher as mentor who helps the traveller on his or her way.

21

Section B

Internal papers, memoranda and reports

The criteria for including items in sections A, C and E were easy to establish. In the past the Bibliography had two sections for internal papers, Section B for research reports, and Section D for internal papers and memoranda. Inevitably there was uncertainty about where to place many items, which I have have attempted to resolve by merging the two sections, so that all items primarily prepared for internal Open University circulation are listed here in Section B.

The reader will notice that many papers in this section have a second identifying letter/number code under the title. This refers to one of the "IET Series" of which five are current, and others have been extent in the past, but are no longer active. (It is hoped that it will be possible to compile a complete listing of the IET series in the near future.) Copies of the papers should be obtained direct from the authors, as in some cases there is a restriction on the circulation of the paper, where known this is indicated in the entry.

As in the other sections the entries are arranged alphabetically by author, and chronologically where possible within each author's entry. Where known the addressee is listed in the entry, although frequently others received copies of the paper concerned.

Ashby A 1988 ib2075 (SRC 14)

Analysis of applicants for undergraduate study with the Open University in 1988

This document is divided into two sections: (1) provides an analysis of course and demographic data for applicants from 1971 (where data is available) up to and including 1988; (2) provides an analysis by region of course and demographic data for 1988. In this section reference is made to regions in the 'North' and 'South' this split is based on the English regions of the OU, in which the East and West Midland regions and those to the north make up the 'North' while the remaining (English) regions make up the 'South'. Since figures for Scotland, Wales and Northern Ireland are included in the tables, they are available for comparison purposes.

Ballard A 1987 ib2070 (SRC 9)

Personal and cultural education – looking into paintings. A report on the 1986 study packs

This report is an account of the findings of a study of purchasers of the Open University's 'Study Pack' Looking into Paintings'. This pack along with twelve others in the Personal and Cultural Education sector (PACE) of the Open University's Continuing Education area are available 'off the shelf', and as there is no examination or tutorial support, there was a dearth of data on who bought the packs, and what use was made of them. Thus at the beginning of 1986, with nearly ten thousand packs sold, the director of PACE decided to commission studies on the users of two of these packs. This paper is the outcome of one of those studies. (The other report is ib2071 (SRC 10))

Ballard A 1987 ib2071 (SRC 10)

Personal and cultural education – East Anglian Studies: The Nineteenth Century. A report on the 1986 study packs

This report is an account of the findings of a study of purchasers of the Open University's 'Study Pack' East Anglian Studies: The Nineteenth Century. This pack along with twelve others in the Personal and Cultural Education sector (PACE) of the Open University's Continuing Education area are available 'off the shelf', and as there is no examination or tutorial support, there was a dearth of data on who bought the packs, and what use was made of them. Thus at the beginning of 1986, with nearly ten thousand packs sold, the director of PACE decided to commission studies on the users of two of these packs. This paper is the outcome of one of those studies. The other report is ib2070 (SRC 9).

Ballard A 1988 ib2293 (SRC 15)

OU/MSC NCPA Community Development Officers evaluation project.

This report presents the findings of the survey of Community Development Officers on the OU/MSC National Agency Scheme. CDOs engage in helping groups, and individual learners interact with a wide range of OU materials drawn mainly from the Community Education Programme. (See ib2294 for a description of the scheme.) It showed that 76% of those learners who were in the labour market were going on to employments, twice the average for such schemes.

Bates A 1987 ib1874

Report on a visit to Athabasca University and Access-Alberta

This is a report on a visit to Athabasca University and a public service television station, Access-Alberta in the Province of Alberta, Canada.

Bates A 1987 ib1878

Satellite policy issues for the Open University

This paper was prepared as a briefing document for Open University policy makers It describes a number of ways in which satellites might be used by the OU, and sets out the advantages and disadvantages of each proposal. It argues that the decision on whether or not to use satellites is dependent on the University's policy regarding it's activities in Europe.

Bates A 1987 ib1881

The Open University: development of activities in Europe, 1987
to Open University Council

This paper was prepared to brief the Open University Council and senior staff on the need for a policy regarding OU activities in Europe. The paper recommends that the OU should adopt a more active stance regarding European activities, for both educational and financial reasons.

Bates A 1988 ib2242

Final report of the Radio Transmissions Working Group
to Broadcast and Audio-Visual Sub-Committee

The Working Group was set up to advise BAVSC on the appropriate way to use radio in the event of improved transmission times becoming available as a result of the re-organisation of BBC radio. The report reviewed current use of radio, and acknowledged that there is still an important if limited role for radio, but supports the general trend towards greater use of audio-cassettes for direct teaching purposes. However, the group did recommend that the university should explore the potential of more faculty-wide programming aimed at not only students but also the general public, providing an 'in depth, higher education approach to contemporary issues'.

Bates A 1988 ib2243

A mid-way report on the evaluation of DT200

Prepared for an international conference on computer-mediated communication in distance education, the report briefly summarises the block-by-block questionnaire feedback on the Open University course, DT200. It looks at students' previous experience and use of home computers, and their use of computer-mediated communications on the course to date. It is however an interim report, and will be up-dated when all the feedback information has been collected.

Bates A 1988 ib2245

Distance education, technology and business opportunities in Canada

This report followed a short visit to several institutions across Canada, and describes a number of Canadian initiatives in the use of technology and distance education.

Burt G (ed) 1987 ib2016

Education as challenge and emancipation 2

This is a programme with abstracts of an IET internal conference held over three days, which discusses the way in which education could serve to help create greater individual freedom, that is to emancipate, and ways in which it might be used to restrict the freedom of individuals and groups

Burt G 1987 lb2065 (CIP OP 13)

Constructing a curriculum philosophy

Constructing a curriculum philosophy is clearly a complex societal process, and yet in many cases it is (the philosophy) formed by default. As a result it is implicit, rather than explicit, and tends to exclude a number of important perspectives, and reflect a particular structure of power within the educational institution, as a result of which a biased course is produced which fails to reflect the real world patterns of the subject matter. This paper suggests ways in which a wider range of voices can effectively influence the curriculum philosophy, and so improve the effectiveness and relevance of the course.

Burt G 1988 lb2289

A corporate strategy for 'open development' towards a new plan for the Open University
to Academic Board

This paper is a personal view of some of the ways in which the Open University can begin to tackle its current crisis, while remaining true to its charter, and ethos. Although focussed on the OU's crisis, the paper is relevant to the development of Higher Education in the UK generally.

Burt G 1989 lb2430

Models of the environment for management education.

Management education often finds itself having to discuss the environment of the organisation. In doing so it has recourse to a literature which offers a complex variety of models for the environment. While some of the complexity is unavoidable, a more careful conceptual analysis can reveal some order in the chaos. An important question to ask is how different models relate to one another. A hierarchical system of models is constructed within which the models in the literature can be located. This allows us to evaluate more effectively both "pure" and "assortment" models, as well as alerting us to gaps in our repertoire of models. This system also helps us understand how different models give rise to different "inflections" of certain basic concepts.

Burt G 1989 lb2431

Community issues and academic questions. Do academic ideas correspond to events in the real world? If so, are these ideas useful to practitioners?

The paper addresses the first of these questions. Observation of a small town in South Britain leads to the identification of certain community issues. These issues concern the nature of the community, its government and its relationship to its environment. Corresponding to each issue one or more academic courses have been identified which discuss that issue. Thus the first question can be answered in the affirmative. This identification of community issues may facilitate their use in case studies and examples in academic courses - as well as being of use to those "practitioners" in the community who wish to identify relevant academic material.

Burt G 1989 lb2316

Computers in schools as culture and ideology.

A conceptual framework for the analysis of the social aspects of computers in schools is offered. Focusing on the ideology of the curriculum which underlies educational computing, an analysis of the Open University's course 'Educational Computing" suggests that what is involved is a promotion of individualist and technicist ideologies. This is related to the location ofourse team members in academia and in society at large.

Burt G 1989 lb2451

Beyond Educational Technology - The New Discipline of Cultural and Ideological Technology

Educational technology tends to ignre the ideologies which underlie educational arguments. "Cultural and Ideological Technology" (CIT) is designed to fill this gap. the activities of CIT include the analysis of ideologies in course materials, as well as the exploration of the cultures and ideologies at play in the educational organisation as a whole. CIT can also be applied outside education to other social spheres.

Burt G 1989 Ib2452

Ethics and Management Education

Should there be a place for ethics in management education? The customary neglect of this topic is noted. An article on the ethical manager by Cadbury is analysed and certain key questions are identified which could form the basis for an ethics in management curriculum. The aim is to encourage a critical and questioning approach in thinking about ethical issues in management.

Burt G 1989 Ib2453

Beyond Educational Technology: Culture and Ideology in the Field of Educational Computing

Whereas educational technology is usually seen as a systematic, rational approach to course design, an alternative view sees it as representing a particular culture and ideology. Indeed education as a whole can be viewed as the promotion of cultures and ideologies. Such a view leads beyond educational technology to what might be called cultural and ideological technology (CIT). An application is reported of CIT to the literature in the field of educational computing. This involved the identification of ideologies, the identification of their social and personal locations, the raising of awareness of alternatives and suggesting how alternatives might be handled in the literature. Special attention is briefly drawn to educational computing applications for the disabled. Following this there is a description of how this kind of approach could be applied to the process of course design

Burt G 1989 Ib2454

Culture and Ideology in the Training literature

Although it has been argued that education involves the promotion of various cultures and ideologies, to what extent is this also true training (as portrayed in the training literature)? Seven journal articles on training are analysed. The dominant ideology is one which justifies training in terms of national economic competition. This is related to the social location of the authors. Various alternative viewpoints are offered.

Burt G 1989 Ib2455

Ideologies in School Governor Reports

Some reflections are offered on school governors' reports to parents. Although it is noted that these reports represent a political document, the main focus of the paper is to identify the ideological elements which are present in the reports and to raise questions about these and to draw attention to alternative possibilities. The ideologies examined relate to the curriculum, the school as an economic unit, the governing of the school and to the location of the school in relation to the power structure in education and society as a whiole. The appendix contains a pamphlet which might usefully be used to raise some of the issues with governors and parents.

Burt G 1989 Ib2456

Doing Critical Culture and Ideological Technology: Identifying ideologies of society in curriculum materials in the field of mathematics education

The field of mathematics education is contested by different sub-cultures. The dominance of psychological approaches is challenged by sociological ones. Within the latter consensus theory is the norm. A defect of this theory is its neglect of power, conflict and inequality in society. To remedy this there is a need for critical cultural and ideological technology (CCIT). An application of critical cultural and ideological technology (CCIT) is reported in the field of mathematics education. This involves identifying the ideologies about society which are to be found in curriculum materials, identifying the social location of the text and identifying possible actions. A step-by-step method is set out and applied to a particular classroom problem.

Burt G 1989 Ib2457

Teaching Intellectual Skills

Amongst educationalists there has always been a debate about the proper balance between the teaching of content and the teaching of skills. Some of the key questions in this debate are identified. One question is whether skills can be taught at a distance. The main part of the paper illustrates the teaching of a variety of skills using short extracts some of which appeared in the UK Open University's course in democratic government and politics.

Burt G 1989 Ib2458

A Conceptual Framework for Teaching Social Science

Such is the complexity of society that students often find it difficult to see the wood from the trees. This is partly because teachers are themselves often caught up with the detail. A conceptual framework is proposed, and illustrations of how this framework can be applied are given.

Burt G 1989 Ib2459

Power Analysis and Causal Systems

The literature on power analysis distinguishes between power relations and causal relations, and trends to focus on the former. Dahl however argues that the analysis of causal relations has great relevance to the study of power. Pursuing the latter course, a model of a general causal system is developed. This is done in two stages: first a unitary model is constructed and then a component interaction model. In the course of this developments are explicated such power concepts as magnitude, distribution, scope, domain... as well as such issues as the paradox of unrealized power, the fungibility of power resources and the possibility of composite measures of power.

Burt G 1989 Ib2388

Knowledge structures for teaching about the social aspects of educational computing.

The importance of teaching about the social aspects of educational computing is stressed. However this needs to be taught in a clear and precise way. Current work in educational computing itself as well as earlier work in educational technology stress the need for the careful specification of the subject matter to be taught. A short piece of text from an educational computing course is analysed, and learning difficulties are identified. An alternative text is offered and the underlying knowledge structure identified. It is noted that the structure contains concepts at different levels of generality. Models for each of these levels are briefly indicated (and are specified both in prose and in mathematical terms). It is recommended that teaching should be more explicit about these different levels and about the model for each level.

Byrne C 1987 Ib2028

PME 233, Mathematics across the curriculum: An evaluation of students' reaction to the course

This twenty page report presents a summary of students answers to five constructed response questions on an evaluation questionnaire sent to about 1,000 students who took the course. Questions invited students to comment on (a) the course generally; (b) on the projects and classroom activities, and (c) on how references to research findings might have been used. Questions (a) and (b) drew substantial comment, and for questions (a) – (c) many illustrative quotations are given. Students were also asked about the types of computers they had access to at home and work. The report should help in the design of questionnaires in this area in the future.

Byrne C 1987 Ib2029

EM 235, Developing mathematical thinking: An evaluation of students' reaction to the course

This 37 page report presents a summary of students answers to five constructed response questions on an evaluation questionnaire sent to about 1,000 students who took the course. Questions invited students to comment on (a) the course generally; (b) on the projects and classroom activities, and (c) on how references to research findings might have been used. Questions (a) and (b) drew substantial comment, and for questions (a) – (c) many illustrative quotations are given. Students were also asked about the types of computers they had access to at home and work. The report should help in the design of questionnaires in this area in the future.

Castro A 1988 Ib2296

The query program of the ICDL bibliographic database
to ICDL

This is a consultants report to the International Centre for Distance Learning on the QUERY program installed on their bibliographic database. The report discusses the operation of the system, and then sets out the options available to provide a service to users of the system.

Chambers E 1989 ib2460

Student Workload and how to assess it

This paper discusses the problems of accurately assessing student workload prior to a course being published. The importance of getting workload right for student morale and dropout is emphasised. A method of workload assessment successfully used by the author is presented, and explained.

Crooks B 1987 ib2437

Indicators of Performance at the Open University, with particular reference to teaching quality.
To Planning Office.

This paper discusses some potential uses of performance assessment at the Open University and suggests a way of classifying existing mechanisms for appraising teaching quality. The discussion is placed in the political context of government initiatives at the time. (Background paper for Performance Indicators Working Group).

Crooks B 1988 ib2091

A case study of the evaluation of the teaching quality of S325 ' Biochemistry and Cell Biology'
To Planning Office

This case study illustrates the standard procedure for monitoring and assesssing the quality of Open University teaching. It distinguishes two types of of evaluative information: that which is used during the process of developing materials – formative evaluation; and that which indicates how well the 'finished' material has worked in normal use – summative evaluation. (Background paper for Visiting Committee.)

Crooks B & Kirkwood A 1989
ib2438 (SRC 26)

VCR access and television viewing rates - Undergraduate students in 1988.
To Broadcast and Audio Visual Sub-Committee.

An analysis of student responses to a survey on access to video-cassette recorders and television viewing and recording habits. The main findings were that home ownership of VCR's has increased to nearly 80% of the undergraduate student population and that viewing broadcast material in recorded form on video-cassette now accounts for all but 10% of the total viewing rate. Recommendations for changes to B.A.V.S.C policy in the light of these findings were made.

Draper S et al 1988 ib2303
[CAL 79][CITE 52]

Information Technology in education: conceptual change in science

This is the internal report version of a research bid to the ESRC for a collaborative project between the OU, Glasgow and Leeds Universities. The research will look at conceptual change in learners, and ways in which CAL can contribute to productive conceptual change. The outcomes of the research will include the design of computer software which will contribute to the more effective teaching of science in schools.

Evertsz R et al 1988 ib2333

GADL: A graphical interface for mental arithmetic algorithms.

GADL is a graphical language for describing mental arithmetic, embodying the principal of Direct Manipulation. It is based on a simple metaphor: numbers and arithmetical expressions are objects which can be manipulated by arithmetical tools. We argue that this is due to the appropriateness of Direct Manipulation in this domain, which in turn is dependent on the success of the numbers-as-objects metaphor.

Field J 1987 ib1926

TMA rerouting

This paper discusses the routing of tutor marked assignments (TMAs) through the Open University system. Its primary thrust is a discussion of whether TMAs can be so rerouted as to get the graded and annotated assignment returned to the student more quickly.

Field J 1988 ib2080

Associate and undergraduate enquirers: similarities and differences

Publicity and information for nine month post-foundation courses offered by both the undergraduate and associate programmes are to be rationalised, while preserving the associate programmes fee premium, later application period, and other marketing emphases (e.g. group discounts). This report examines in depth two types of enquirer, those committed to the undergraduate programme, and those committed to the associate programme. There is a particular emphasis of the student's perception of the costs and benefits of Open University studies.

Fox M 1988 Ib2096 (CITE 31)

A report on studies of motivation, teaching and small group interaction with special reference to computers and to the teaching and learning of arithmetic.

This is a report of a wide literature search undertaken by the author on the topics covered in the title The author was looking for references which covered these topics both with and without the assistance of computers. The ultimate purpose of the search was the design of computer software suitable for teaching arithmetic to young children. The report does not cover the design of the software, although allusions to this appear in some of the author's comments. (There is a further report (ib2097/CITE 32) which covers the development of the 'Visual Calculator' software)

Fox M 1988 Ib2097 (CITE 32)

Theory and design for a visual calculator for arithmetic

This report describes the design of a calculator to help children with the addition and subtraction of whole numbers. The calculator is based on classroom research into the the effective teaching and natural learning of arithmetic at the level of the individual, small group (2-4 pupils) and whole class. The calculator is in fact a piece of software designed to work on a classroom microcomputer, and unlike ordinary calculators, which simply display an answer after the facts and requisite operation(s) have been input, this uses the screen to show the way in which the answer is arrived at in mental arithmetic and counting. The aim of this facility is to help children to understand arithmetic faster than by normal methods. In order to facilitate this learning, a game has been built into the programme designed to encourage children to develop their arithmetical skills.

Hales G 1987 Ib2047

Disabled students at summer school: perception, priorities and problems

There are three contexts in which the disabled student of the Open University may find his handicap a particular source of difficulty in terms of participation. These are:

(A) attendance at study centres;
(B) attendance at summer schools; (
C) attendance at examinations.

The paper is a report of a substantial survey enquiring into provision for disabled people on a number of university campuses during summer schools, breaking down the results both in terms of what actually happened to them as well as their own perceptions and suggestions.

Hales G 1987 Ib2044

The educational experience of disabled people: irresistible force or immovable object?

This paper, prepared for the internal conference 'Education as Challenge and Emancipation', describes aspects relating to the educational experience of the disabled posing the question as to whether or not this is facilitative. It recognises that there are problems with individuals coping with the effects of their handicap in life anyway, but this is often extremely serious when it is compounded with an inadequate educational experience.

Harrison R 1988 Ib2061

The Open University student assessment system

This paper is an overview of the student assessment system used in the Open University, designed to inform visitors or others who lack any detailed knowledge of the OU. It begins with an outline of the OU history, and its student entry procedures, it then goes onto describe the assessment system, and the principles underlying it. The second half of the paper is a detailed description of the way OU student assessment works, with a final section on likely future developments.

Harrison R 1988 Ib2220

Monitoring

Monitoring is a generic term applied to the processes intended to check the standard of marking of work done by students, whether in continuous assessment or examinations. This paper describes the OU system for these processes, and the objectives they are designed to serve.

Hennessy S et al 1988
Ib2335 (CAL TR. 73)

'Shrink-a-Cube': A computer-based activity to support primary arithmetic.

In this paper, the authors present an account of the development of Shrink-a-Cube, a Dienes blocks microworld, on the Macintosh computer. A description of both the technical and educational design work is outlined. The aim of the activity is to foster arithmetic understanding by making explicit to primary school children the principles of exchange. A series of field trials are reported which investigated children's ability to grasp those principles. Shrink-a-Cube was developed on the basis that the use of blocks and other manipulatives can be useful both for initial teaching of exchange operations in arithmetic and for remediation of the faulty strategies or 'bugs' which very commonly arise during acquisition of written calculation algorithms.

Hennessy S et al 1988 Ib2336
(CITE TR 29)

Design specification for 'Shopping on Mars', a computer-based educational activity.

This paper describes the design of a computer-based educational activity, Shopping on Mars. The activity takes the form of an adventure game and is implemented on the Acorn Archimedes 310 microcomputer. It is aimed at children aged 8 -12 and has minimal linguistic content; it supports a range of skills and concepts in primary school arithmetic instruction. Children are presented with a series of tasks involving addition, subtraction and multiplication , and these can be solved with the aid of any one of a range of technologies. The main purpose of the activity is to help children realise that different types of problems are sometimes best solved using different calculation methods and that the appropriateness of calculation techniques depends on problem structure as well as on the numbers involved.

Hennessy S et al 1989
Ib2386 (CITE 92)

A Direct Manipulation Microworld for Vertical Motion

This paper describes research undertaken for the 'Conceptual Change in Science' project, involving the Open , Leeds and Glasgow Universities U.K. . A range of strategies is being devised to promote conceptual change, focusing on the identification and development of computer software which could be useful in exploring and challenging children's reasoning. In this paper, the authors describe the steps taken in constructing their first computer-based microworld for linear vertical motion under gravity. It was programmed in Hypercard for the Apple Macintosh IIx and tested with 15-year-old students.

Henry J 1988 Ib2330

PD624 Feasibility study.

This report summarises a survey designed to assess whether potential purchasers of an OU course on Knowledge Engineering would be willing to obtain the proposed course hardware at an approxiamate price of £10,000. There seemed to be a feeling of goodwill towards the course at the price [£500 for the course materials]; but this was combined with reservations about the need for the purchase of a particular machine, and there were a number of suggestions for the use of simpler and less costly, and/or more widely available equipment.

Kirkup G 1987 Ib2369 (CITE 28)

Considering the effect on women students of an increased use of microcomputers in distance education

This is a paper prepared for the International Council for Distance Education in August 1988. It considers the effect that the Open University's home computing policy might have on women. It examines what is known about differences in access to and interest in computers - in education in general and the OU in particular.

Kirkup G 1989 Ib2461

Equal Opportunities and the OU's Curriculum

Notes for a seminar on the ways in which the content and delivery of the Open University curriculum effect equality of access for Open University Students

Kirkup, G & Kirkwood A 1988 ib2285

Computing on DT200: report of the initial survey of spring 1988
Home Computing Evaluation Project"

This report from the project" presents a preliminary analysis of survey data on students' access to and use of microcomputing equipment for one course only. Future reports from the project will present additional analysis of the data for all courses coming under the home computing policy in 1988.

Kirkup G & Kirkwood A 1988 ib2286

Computing on M371: reportof the initial survey of spring 1988
Home Computing Evaluation Project

This report from the project" presents a preliminary analysis of survey data on students' access to and use of microcomputing equipment for one course only. Future reports from the project will present additional analysis of the data for all courses coming under the home computing policy in 1988.

Kirkup G & Kirkwood A 1988 ib2287

Computing on M205: reportof t he initial survey of spring 1988
Home Computing Evaluation Project

This report from the project" presents a preliminary analysis of survey data on students' access to and use of microcomputing equipment for one course only. Future reports from the project will present additional analysis of the data for all courses coming under the home computing policy in 1988.

Kirkwood A 1987 ib1869

Access to video equipment for study purposes: Undergraduate students in 1986

This short paper reports on a survey of 1200 new and 1200 continuing students in 1986 who were questioned about their access to video equipment. The report analyses student access by place of access, by course, by age group, gender, and region. There is also a rather coarse analysis by occupational/social grouping. Access to the IBA, BBC, and BT teletext services is listed. The main findings are that 83.4% of respondents had access to VCR equipment, of these 59.8% had access at home. This access is not evenly spread however and there are variations across all the main variables discussed. One finding of great practical significance is the domination of VHS in the home video market. No less than 84% of all respondents with access to video at home had VHS type equipment. Students without home access were also asked about their willingness to rent or buy the equipment if the OU provided more teaching material on video cassette.

Kirkwood A 1987 ib1929

Access to micro-computing equipment for study purposes: Undergraduate students in 1986

Report of a survey of 1200 new and 1200 continuing students in 1986 about their access to and use of microcomputing equipment for study purposes. The report is concerned not only with the extent of access, but with the quality of that access. It covers the use already made of micro equipment in OU studies by students in all the faculties. Information is also presented on students' familiarity with computing equipment in their normal work situation.

Kirkwood A 1987 ib1932

Assessing Open University teaching

Procedures for assessing Open University teaching have existed since the planning of the first courses in 1969-70. From the earliest days we needed to assure ourselves and the wider community that the University's teaching was of an appropriate standard. This paper describes and discusses the range of monitoring procedures that have been utilised in the OU to inform the activities of those involved in providing and supporting instruction.

Kirkwood A 1987 ib1936

Payment of undergraduate fees by direct debit: a student survey.

Report of survey of undergraduate students about their willingness to pay OU tuition fees by direct debit. Information is presented on the financial facilities available to students, how tuition fees were paid in 1987, and students' views of the direct debit system of payment.

Kirkwood A 1988 lb2074 (SRC 12)

Students costs and hardship in 1986: findings from the costs/access survey in 1986

This paper is one of series produced by IET over the years looking at the costs to OU students of studying with the University. Costs in this context is defined not only as the direct costs (i.e. fees and books) but all the financial implications for students of Open University study. This includes things like employer- LEA assistance with fees and traveling expenses, and ways in which assistance, or the lack of it is shared out among different groups of Open University students.

Kirkwood A & Kirkup G 1988 lb2406

Computing on M205 - Report of the Initial Survey of Spring 1988.

To the M205 Course Team, Home Computing Evaluation Project Planning Group and I.E.T.

Ongoing report on an Open University mathematics course, on which the New Home Computing Policy is in operation

Lawless C 1987 lb1910 (SRC 06)

Report on annual survey of new courses 1986

The results of the annual survey of new courses for 1986 are analysed in terms of the use made of course components, students' ratings of the helpfulness of components, and their preferences for more or less of each component. Results for audio-visual components are compared with previous years. Comparisons of helpfulness ratings for components of all new courses 1982-86 are included by faculty for the main course components. The helpfulness ratings for components of new courses 1982-86 for each faculty are shown, against which the ratings for 1986 courses can be compared.

Lawless C 1988 lb2076 (SRC 13)

Report on the annual survey of new courses 1987

This report, is an internal publication designed to assist in the monitoring of the way in which new courses are working in the field. This edition (1988 covering courses first presented in 1987) has followed the pattern of previous years but the analysis of student responses has been expanded to included the use ratings for major teaching components from 1984-7 and the use and media-mix ratings (ie how much more or less students want of each component) for each faculty as well as helpfulness ratings.

Lawless C 1989 lb2299

A323 Weimar Germany Evaluation 1988 : Final Report

Evaluation on an Arts Faculty third level low resource "guided study" history course in its first year of presentation. The report is in a format which allows the student's view of the course to come through. This report will be of interest to anyone comtemplating a low resource guided study approach to distance teaching.

Lawless C 1989 lb2302 (SRC 25)

Report on the annual survey of new courses 1988

This report, is an internal publication designed to assist in the monitoring of the way in which new courses are working in the field. This edition [1989 covering courses first presented in 1988] Looks at the first year of presentation of those courses [DT200-M205-M371] which are the first to conform to the new OU "Home Computing Policy". Information is also provided on courses with computer software components introduced prior to the adoption of this policy.

Lockwood F 1989 lb2341

Activities in Distance Teaching Texts; authors assumptions and expectations contrasted with students perception and use.' *Michael S Parer (ed) (in preparation).An Exploration of the Professional Rôle of the Educational Developer and Instructional Designer within Distance Education (working title) –*

The working assumptions and expectations of four Open University authors with regard to the role of Activities in texts is compared and constrasted with the perception and use of Activities by 50 plus students. A mismatch between assumptions and expectations and perception and use is evident.

Mason R 1988 ib2205

The use of computer-mediated communication for distance education at the Open University

The OU purchased the conferencing system CoSy from the University of Guelph, Ontario in 1986 for use on the proposed course 'DT200 An Introduction to Information Technology: Social and Technological Issues'. This course was the lead course for the introduction of the new OU policy on home computing. The course strategy was to use the conferencing facility both as an example of communications software, and as a teaching medium in its own right. This paper gives an account of the use of CoSy on the course in its first year of presentation 1988.

Mason R 1990 ib2448 (CITE 99)

Use of Cosy on DT200, 1989

This report on the use of the computer conferencing system, Cosy, begins with a summary of its application at the Open University in 1988, and describes the changes made for its use in 1989. an evaluation based on both quantitative statistics of usage and qualitative data from interviews and conference comments, is made and compared with results from the first year. This similarities of students' reactions to the meduim over the two years are brought out: the logon rate, student attitude to conferencing, and the advantages of the medium.

Nicodemus R 1987 ib2067

Multidisciplinary teams and institutions

A short paper which looks at some of the problems of group dynamics created in the Open University context. Although mainly about course teams the paper also looks at a regional office and summer schools. It is suggested that the problems of interpersonal dynamics need awareness and careful handling if they are not to cause unacceptable disruption in the working of the organisation.

Nicodemus R 1987 ib2231

Innovation in the OU: information technology and devolution

A report on innovations in the OU related to information technology (faculty authoring, electronic publishing, office systems automation, computer networks.) and devolution of course resource planning and management. Included is a list of sixteen groups involved in developing and implementing these innovations.

Nicodemus R 1987 ib2232

Personal experience of innovation

A report on staff expectations and experience of innovations in the OU related to information technology and devolution. Includes a model for understanding change and a guide to literature related to the psychodynamic model.

Nicodemus R 1987 ib2234

Educational design and experiential learning

Report on a four day residential workshop and its implications for evaluating residential change. A tension between abstraction and simplification become expressed through individual behaviour and resolved through a commitment to contain and clarify feelings and take responsibility for one's role and the collective task.

Nicodemus R 1987 ib2235

The impact of the Open University on students and staff

Five examples are given of students and staff struggling with different aspects of learning and change. These are related to the discontinuities in time space found in a distance teaching situation and how these discontinuities accentuate experiences of learning and change.

Nicodemus R 1988 ib2084

Shortwave Radio-a comparative review

This is the comparative review of short wave receivers referred to in ib2083 which the author has supplied to Open University students interested in using short wave as 'a window on the world' The paper outlines the basics of shortwave reception, and then goes on to compare sixteen radios available on the UK market in terms of quality of reception and sound, design and ease of use. The sets reviewed fall into three price bands, less than £100, £130-£180, £300-£400. Reception of the radios is compared within these three price bands.

Nicodemus R 1988 Ib2236

Loss of the capacity to think: the impact of information technology on an institution

One impact of change is the loss of an individual's capacity to think. The cause is not to be found but in the cycle of fragmentation and integration which underlies change and how this process is magnified within groups and expressed through individuals.

Nicodemus R 1988 Ib2206

Individual learning and organisational behaviour

The model of the oedipus complex is used to help understand experiences of staff and students in the institution. The institution provides a supportive enviroment to re-integrate aspects of learning which become split off, denied and projected because they initially provoke excessive anxiety.

Slee A 1987 Ib1868

Analysis of applicants for undergraduate study in the Open University in 1987

A vast compendium of detailed analysis of OU applicants broken down by region, faculty and occupational groupings. There is also a time series going back as far as 1976 in the case of some variables. The document provides a statistical picture of OU applicants for the last decade.

Tompkins K 1988 Ib2301

A Bibliography of the use of video-cassettes as a teaching medium in higher education

This bibliography lists over 1100 titles on the subject of video in higher education, stretching back to 1979. The two appendices give an alphabetical list of the authors, [Appendix 1] and the journals in which articles were found.

Tompkins K & Crooks B 1988 Ib2298 (SRC 17)

A review of the extent and pattern of use of video cassettes in the Undergraduate Programme and the Continuing Education area 1988

This document is a review of the extent and pattern of use of video cassettes in the Undergraduate Programme and the Continuing Education area of the Open University in 1988. It is intended to provide background information for the current (1989) review of the OU's policy in respect of broadcasting and the use of audio-visual media in courses.

Whalley P 1988 Ib2098 (CITE 40)

Hypertechnic – a graphic object-orientated control environment

The project reported on here represents an attempt to create an object orientated control environment for children who might be expected to relate less well to the conventional procedural computer languages. The micro-worlds that the children are to explore and control are made up of lego and cardboard models, rather than the purely screen based and hence necessarily more abstract micro-worlds that are often provided for children. The system is intended to provide a concrete introduction to the ideas of object-orientated programming, in much the same way that the BigTrack 'toy' could be used to introduce the ideas behind the logo language.

Whalley P 1988 Ib2099 (CITE 41)

Cued recall as a measure of argument integration.

The general purpose of the study reported on here is to develop a methodology suited to the study of memory processes of organisation and reconstruction. The intention is to be able to evaluate the role of the active learner, making relational inferences between topics, as opposed to merely logical inferences within topics. A further area of study will involve the effects of the meta-level discussion of the learning process provided by 'study skills' and other forms of guidance. This methodology is also being used to investigate some aspects of the presentation of educational materials in 'hypertext' formats.

Zimmer R 1988 Ib2011

The Cobbler's Children.
OU conference on 'Education as Challenge and Emancipation', (June)

This paper makes the case that – simply through interpersonal communication which is inadvertently unskilled – OU staff routinely deny one another the very same culture of support for creativity and learning in which they seek to include their students. Hence, 'The cobbler's children have no shoes.'

Zimmer R 1987 Ib2265

Summary report of participants' views in the second 1986 OU Maryland residential seminar/workshop, on 'Changes in the OU and their implications for students and staff.
The OU Maryland seminar programme

An extremely concise summary. The OU has lost much of its individual responsiveness to its students. Without it, the OU cannot exist as a university. To restore it, the OU needs: objectives shared by all staff, co-operative communication everywhere, and building on individuals' strengths.

Zimmer R 1988 Ib2266

Report of participants' views from the IET Course Innovations Programme Innovations Issues workshop: 'Supporting individual creativity and institutional innovation'

The IET Course Innovations Programme

These detailed notes highlight a large number of concerns and ideas raised by staff members participating in the workshop, about support for individual creativity in the OU as the well-spring of innovation by the OU as an institution.

Zimmer R 1988 Ib2267

A relationship-illuminating category system for books in education and educational technology
to IET directorate

A category system devised for the Brian Lewis Memorial Reading Room – highlighting rich interconnections that exist between subject areas which normally are kept separated.

Zimmer R 1987 Ib2269

Handling experimental error — what the HED handbook really is saying

This document provides clarifications and corrections which the author found necessary, as a reader, in order to make sense of the S101 Handling Experimental Data handbook.

Zimmer R 1987 Ib2270

Using Synectics to protect individual creativity in problem-solving meetings

An extremely concise summary of the Synectics technique, as a way of running a problem-solving meeting so that participants' creativity is protected and good solutions to problems can be found.

Zimmer R 1987 Ib2271

Interpersonal Process Recall (IPR). A CIP Innovations File entry
IET Course Innovations Programme

Interpersonal Process Recall is a technique for learning how to communicate better. Your interaction within a couple or group is taped. Then you review the tape, firstly by yourself and then with your partner(s), always with a trained facilitator, and always with your own finger on the 'stop' button.

Zimmer R 1988 Ib2272

The S101 summer school physics lab – information to speed learning.
to S101 Course Team

This document provides clarifications and corrections which the author found necessary, as a reader, in order to make sense of the S101 physics lab notebook.

Zimmer R 1988 Ib2273

T235 draft Unit 2: Front-end analysis and revision for reader accessibility. (An example of such analyses done for each unit of the course)
to T235 course team

An example showing how the table of contents, introduction and objectives of a second-level engineering unit can be revised into language which a student can understand before reading the unit itself. These then can function as a guide to the unit, to let the student plan his/her own learning strategy.

Section C

Lectures delivered outside the University

Members of the Institute have received invitations to deliver lectures and papers to learned societies and other groups; they have also prepared papers to read at professional meetings of one kind or another. Not all such papers are published afterwards, but they are listed here and are available from the authors. If they were published, they appear in Section A.

The entries are again arranged alphabetically by author, with each author's entries in chronological order as far as possible. The body to whom the lecture or talk was given is stated, together with the place and date, where these are known.

Ballard A 1988 ib2294

Open University – MSC Community Programme: barefoot education?
Open Learning in the Community conference: Lancaster, March

This report briefly describes OU/MSC National Agency Scheme, and discusses whether this is barefoot education in practice.

Bates A 1987 ib1879

Learning from television
Conference at University College Dublin

This paper describes ways in which TV can assist learning in higher education. It argues that TV can provide concrete examples of abstract ideas, and can help develop higher order learning skills such as analysis and interpretation. It is argued that TV is most effective when designed to exploit the control characteristics of video cassettes and video disc.

Bates A 1987 ib2072

Teaching media choice and cost effectiveness of alternative delivery systems
CEDEFOP Conference 'A/V media and vocational training in Europe – a dual challenge'. Berlin 3rd-4th September

This paper discusses the ways in which innovations in information technology, and the use of these in education, pioneered in institutions such as the Open University, are now being applied to the vocational training sector. The author foresees further development in this field, and in this paper he sets out to provide the necessary rational framework for training managers to make strategic choices of appropriate cost effective media mixes from the rich variety of systems now potentially available.

Bates A 1988 ib2244

Experiences from the British Open University and pointers to the future
Conference organised by Swedish Educational Broadcasting Corporation on 'Distance education: an educational model for the 1990's'

The paper provides a brief description of the British Open University, discusses differences between open learning, distance education and off-campus teaching, briefly charts the spread of distance education, and selects and describes some key developments and lessons learned at the Open University.

Carter R & Kirkup G 1987 ib1871

Being professional women engineers: the public and the private
British Sociological Association. Conference, Leeds University 6th-9th April

This paper, based on research interviews with professional women engineers, suggests that there is a problem for women and men in defining and maintaining the boundaries between 'public' and 'private'. It goes on to show how male attitudes among co-workers and employers undermine the role of the professional woman.

Carter R & Kirkup G 1987 ib1872

The working lives of women engineers
4th International GASAT Conference, University of Michigan 23rd-29th July

This paper describes the research of the authors on professional women engineers in the UK and USA. (A book by Carter & Kirkup Women in Engineering [ib2360] was published in 1989 by Macmillan)

Castro A 1988 ib2295

Towards global electronic networking: developments and trends
Technology 88 Conference, Aarhus, Denmark, November

Communication and resource sharing are the two main reasons why there are some general moves towards the formation of global consortia for education. There are three main hurdles to such efforts: restricting technology, high telecommunications costs and slow technological diffusion. The sharing ideal may still be nurtured and finally achieved through greater use of distributed, mediated and regulated access, the alternative development of standalone products such as CD-ROM and the involvement of the wider community.

Hales G 1987 ib2045

Personality structures on dyslexic people
Third World Congress on Dyslexia, Crete

The paper describes the patterns arising from objective measures of personality among a sample of dyslexic people, with age ranges from six to adult. The sixteen personality factors questionnaire was used as this has equivalent version for children, and thus cross-sub group comparisons could be drawn.

Hales G 1987 ib2046

The subjective stress on the young of changing behaviour in modern society
Bedford School Staff Conference: Bedford, September

The paper explores differences between subjective and objective elements in stress, trying to exemplify ways in which young people may feel that they are wrong, (regarded as being wrong by society) and feeling wrong (which means seeming wrong to themselves). Techniques for understanding stress, and principles by which it may be seen and counselled are also considered.

Lawless C 1987 ib1911

How do adults learn and does it matter?
Theological Education by Extension Symposium: Oak Hill College February

This paper provides an outline of the cognitive or information processing view of learning, covering structure, attending, processing, storing, retrieving, responding, the human element, controlling the processes, attitudes and emotions, individual differences; then goes on to deal with instructional applications: link with experience, structure, processing, perceptions of learning, competence, learning to learn.

Lockwood F 1987 ib1961

Contribution of data collection technique to an understanding of student learning
ESRC Survey Method Series: City University, May

In this paper three different data collection methods: self-completion questionnaires; in-depth interview; and self-completion audio tape are compared and contrasted. The costs and benefits of the three methods are identified and discussed.

Lockwood F 1987 ib1962

The design, production and use of formative assessment items in Open College materials
Open College Workshop; London, May

A series of six key questions, typically raised by those producing formative assessment material are identified and discussed. The relevance of experimental research is questioned and recent research findings discussed in the light of this questioning. The major factors influencing student perceptions and use of formative assessment materials are identified

Thorpe M 1987 ib1983

Research into practice
ESRC Seminar; London June

To date theories about adult learning do not enable predictions about how particular individuals or groups will learn. Understanding about how adults learn in general, does not automatically imply a set of corresponding propositions about how we should instruct, teach or facilitate learning. The disjunction between research and practice which applies in the compulsory education system is likely to apply to non-compulsory and adult learning. Two main reasons are given for this: that research is undertaken by specialist researchers who develop a discourse and methodology remote from practitioners; and that issues for research are developed out of academic disciplines and theoretical literature, which again do not reflect the concerns of the practitioners. The paper concludes with suggestions about how practitioners could become involved in research.

Waller R 1987 ib2064

Typographic literacy: visual aspects of verbal language
Symposium on Verbo-Visual Literacy, Stockholm, June 10th – 13th

Typography – the design of typefaces and page layouts – is a visual aspect of verbal language. This paper examines to what extent typographically structured pages combine the characteristics of verbal language and visual diagrams. The author's aim is to move away from the dominance of the aesthetic in the discussion of typography/layout, and look at the ways in which page design can materially assist the reader in understanding the text.

Section D

Reports to external bodies

In recent years the increase in external consultancy work, and sponsorship of research is beginning to increase the amount of work produced in this category. However, many such papers (with the consent of the sponsors,) go on to be presented at conferences, or published. Such items then appear in Section A or C of this Bibliography.

Others remain in a restricted circulation category, and as such are not listed within this section. This section should not therefore be read as in any way indicating the full range of consultancy work undertaken by members of the Institute.

Bates A 1987 Ib1909 (AV 259)

The Open Learning Institute and Knowledge Network. A proposed programme for institutional research and development
Open Learning Institute (BC)

This report defines the institutional research and development needs of the Open Learning Agency of British Columbia. It is in fact a plan for institutional research. The report defines appropriate activities and their priority, suggests an organisational structure, and outlines the staffing and costs for such a plan.

Bates A 1987 Ib2246

Satellites for Commonwealth education: some policy issues
The Commonwealth Secretariat

This study is in three parts: an Executive Summary; a Main Report; and a set of five case-studies. The report surveys the use of satellites for education and development purposes in Commonwealth countries, and puts forward a set of recommendations and conclusions regarding their potential use. The survey identifies a number of policy and regulatory issues, and also examines the potential of satellites for communication between Commonwealth educational institutions. The five case studies cover AUSSAT, Australia; Knowledge Network, Canada; INSAT, India; the University of the South Pacific; and the University of the West Indies.

Bates A 1988 Ib1877 (AV 264)

Teaching media choice and cost-effectiveness of alternative delivery systems
CEDEFOP

This paper outlines a set of criteria for for deciding on the selection and use of media for vocational training. The criteria are based on the following factors: access, cost, presentation characteristics, control characteristics, organisational usability, and ends with a brief evaluation of different media for vocational training.

Bates A 1988 Ib2247

Strategies for teaching and learning in the field of engineering: an outline of research into undergraduate learning and the implications for teaching
The Fellowship of Engineering

This paper was prepared as a contribution towards a larger report on strategies for teaching and learning in the field of engineering, carried out by Professor John Sparkes. It examines the relationship between the nature of subject material and student learning, briefly summarises three main theoretical approaches to learning, summarises some research into undergraduate teaching, and looks at the learning and teaching implications of television and computer-based learning. The paper is not meant to be a comprehensive

Bates A 1988 Ib2248

The communications potential of low-orbiting satellites: a briefing paper for educational organisations
The European Space Agency

The report describes a low-cost low-orbiting series of satellites designed and launched by the University of Surrey. The report identifies five areas of potential application to education: inter-school communication; the education of ex-patriate children; inter-university communication; joint course production in distance education; and the administration of international education committees and professional bodies.

Bates A 1988 ib2249

Technology and course design for European-wide distance education courses
The European Association of Distance Teaching Universities

The paper is directed at the EADTU joint course project teams and the EADTU Working Group on Media and Technology. The paper examines how technology may facilitate or speed up the joint production of courses across different institutions in different countries and suggests prototype course designs that meet the challenge of collaboration and delivery across national boundaries. It suggests criteria for deciding on and using media and technology, and sets out five scenarios for media use in European-wide courses, based on the following technologies: electronic publishing, video-cassette courses, tutored video instruction, computer-mediated communications, and computer-based learning. The paper ends with a set of planning questions that need to be answered by course teams and the EADTU institutions, if technology is to be used appropriately.

Farnes N. et al 1987 ib2057

A review of the collaborative health education programme 1976-1986
The Health Education Council

In the ten years 1976-1986 the The Health Education Council have provided some £850k of funding as a contribution to the development of a programme of community health education courses and materials by the Open University. This report provides a review of this collaborative programme.

Hales G 1988 ib2077

European students with disabilities: a distillation
EEC Bureau for Action in Favour of Disabled People

This is a summary of a 1986 report on the educational provision for the disabled found in the then ten member states of the EEC. (Spain and Portugal not then being members) In its original form the report was found to be too long detailed and complex for prac-tical use by those working in the field. This document is intended to summarise the in-formation in the original in an accessible form, while providing a guide to the original for those who need to go into more detail.

Hawkridge D 1987 ib1937

General operational review of distance education
The World Bank (Report EDT 68)

This study reviews Bank experience in the period FY63-FY85 with thirty two investments in distance education projects. Distance education is an educational delivery system that uses a variety of media and a system of feedback to provide education to people who are unable to attend traditional schools. Lessons learned indicate that investments in distance education are most effective when there is agreement between the Bank and the borrower on the educational objectives of the distance education component. Distance education has been used to advantage when (a) it is sharply focussed on improving the quality of teaching available; (b) it is used to teach non-formal 'equivalency' education to students otherwise without teachers or classrooms; and (c) it is used to meet social demands and answer an urgent need for formation of human capital.

Hawkridge D 1989 ib2329

External Studies and Distance Education at the University of Hong Kong
Committee on Open Education of the University of Hong Kong

This report, based on wide consultation with interested bodies and individuals, explores options available to the University of Hong Kong in the field of External Studies and Distance Education, including collaboration with the new Open Learning Institute in Hong Kong.

Kirkup G & Smith R 1987 ib2368

Women Into Management 1986 - 1987
Manpower Services Commission

Report to Manpower Services Commission on the development, piloting and evaluation of a distance - taught course for aspiring women managers

Woodley A& Kirkwood A 1987 ib1928

Evaluation in distance learning
Commonwealth Cooperation in Distance Learning Theme paper 10
The Commonwealth Secretariat

This paper presents a review of evaluation methods and procedures in relation to both the overall instructional system, and the teaching and learning that takes place on individual courses. Evaluation in distance education tends to cover a broad range of activities and employs the full armoury of social science methods of data collection and analysis. Distance education evaluators are aware of the traditional versus new paradigm debate and attempts have been made to overcome the problems of conducting essentially qualitative research with distance students. However distance education evaluation remains eclectic as to its methods and this seems to be inevitable when we consider what such evaluation consists of.

EXPLANATION OF THE BIBLIOGRAPHY INDEX SYSTEM

There are three indexes in the system;

[1] Number Index: this is a list of the "ib" numbers which identify each item, listed in numerical order and showing where the item is to be found by section (A, B, C, D.) and page number. This index is the key to locating items and is to be used in conjunction with the other two indexes.

[2] Subject Matter Index Since allocation to different subject matter involves a degree of judgement, if the number of categories was to be kept to a manageable size, this index must be regarded as having a degree of provisionality, and it would be worth checking under any related headings if you are searching for other than specific items. Where an item seems to relate to more than one field, it will also be found entered under that other field[s] to which it relates. Items can be located by noting the "ib number" then checking its whereabouts in the Bibliography using the Number Index.

[3] Authors Index, with all authors listed alphabetically, under each author's name are the ib numbers of the items they authored, and the pages on which they occur (Items included those of which they are co-authors). Where there are more than two authors, only the name of the first author will appear in the main body of the Bibliography, but the joint authors will have the IB number listed under their name[s] in the Author Index.

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- A2014 17
- A2032 17
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- B2303 26
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- B2386 28

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- B2303 26

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- A1986 18
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- B2098 32
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- A1954 19
- A1955 19
- A2092 19
- A2093 19

Zand H
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Zimmer R
- A1918 16
- B2011 32
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- B2265 33
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The Institute Bibliography

Published and unpublished work by members of the Institute of Educational Technology

1991 SUPPLEMENT

Edited by Don J Whitehead

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SUPPLEMENT TO THE INSTITUTE BIBLIOGRAPHY

1991

Edited by Don J. Whitehead

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Introduction

Welcome to the *Institute Bibliography 1991 Supplement* which is designed to update the *Institute Bibliography 1990* copies of which are available [price £5]. The purpose of this annual supplement is to eliminate the overlap which occurred when an annually published bibliography covered the preceding three years. We hope that the new arrangement of two annual supplements [1991-1992] followed by a full bibliography in 1993 will prove more flexible in use.

Although this is an annual update of the 1990 edition, there are included in it a number of items from 1987 onwards. These are new entries, which were submitted to late to appear in any previous bibliography. Inevitably our reliance on colleagues volunteering entries will result in some items slipping through the net in the year in which they first appeared.

We hope that the Bibliography continues to be useful to IET, the Open University, and the wider educational technology community, and will be valued by those who though not educational technologists are in some way engaged in the production of materials for the independent or distant learner in education or training. The unrivalled experience of IET in this field makes this bibliography an essential source of reference for those engaged in the production of such learning materials. The contents include all items submitted by members of IET which are relevant to the area of educational technology, broadly interpreted.

Structure of this bibliography supplement

This supplement follows the pattern which has now been established for over a decade, there are four sections, each beginning with a full explanation of how the entries have been arranged. Within each section entries are listed alphabetically by author (co-authored papers are listed under the first author). For those readers who wish to examine several papers on the same subject, a subject matter index is provided, along with an index of authors.

Obtaining copies of entries

Open University readers wishing to obtain copies of the items cited should contact the author(s) direct at the Institute. Other readers should contact me, Don Whitehead (see below). The first line of each entry provides all information needed to identify individual items, and it will be of considerable assistance if this quoted in any correspondence. The example below shows how this is structured

Morgan A 1990 ib 2523 [SRC 35]

Author and date are self evident, the two following numbers ib 2523 identifies the item in the IET Information Bank, and [SRC 35] identifies it as number 35 in the series produced by the Student Research Centre. (It is intended to produce a complete listing of IET series later this year [1991].This will include both current and completed series.)

All readers making a general enquiry, rather than a request for specific items, should define as clearly as possible their area of interest. There is normally a charge for papers supplied outside the Open University. The cost, including postage, of any given selection can be quoted.

Course and Workshops

See back flyleaf for details of the 1991 courses and workshops run by The Institute of Educational Technology Programme for Professional Development in Educational Technology for Open and Distance Learning. The workshop programmes is run on an annual basis, and provisional dates for 1992 can be supplied on request.

Acknowledgements

Finally I would like to thank my colleagues for providing entries for this edition, and their secretaries for their assistance in passing electronic copy over for inclusion, and in generally helping me locate items, and reminding colleagues of deadlines etc.. In particular I am indebted David Perry for his advice and assistance in the use of computing facilities. and Michael Macdonald-Ross for his invaluable advivice ontypography and layout. Responsibility for errors and omissions remains with me.

Don J. Whitehead

January 1991

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Milton Keynes MK7 6AA

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0908 274066 (Switchboard) ext 3602
0908 653602 (Direct Line)

Section A

Published work

If a work has been lodged with the British Library there is absolutely no doubt that it has been published. However, there are many works which receive wide circulation, and which may even be properly printed, without being sent to the British Library. In this section I have interpreted 'published' in the wider sense of the word. The majority of items can be found in academic libraries or can be obtained from the publishers, although a few items may not be easily accessible. Alternatively, the authors will usually supply copies on request, except in the case of books, which should be obtained via the normal commercial or library channels.

The entries are arranged alphabetically by author; each author's entries have been ordered chronologically as far as possible. Where more than one person has contributed to the work, it will be found under the first author's name only but the co-authors are named in the entry. Co-authored papers follow those by a single author.

Bento S 1990 ib 2476
A Holistic model for the evaluation of intelligent tutoring systems
Interactive Learning International (Oct)

A two stage holistic model for the evaluation of ITSs [Intelligent Tutoring Systems] and the pedagogical effects of their integral components is presented. The first stage of the model pertains to formative evaluation. This involves the evaluator informally assessing subject's responses to an ITS. The second stage of the holistic model is summative. This involves the evaluator devising student performance measures to assess the pedagogical efficacy of an ITS. Once the formative and summative stages of the evaluation have ben performed it is suggested that qualitative and quantitative comparisons may be made between formative and summative measures. Future applications of the model are outlined.

Blandford A 1990 ib 2396
WOMBAT: An Intelligent Educational System to Encourage Externalisation and Reflection on Decision Processes'
in Norrie, D.H. and Six, H.W. [eds] Computer Assisted Learning, : Proceedings of ICCAL'90
Berlin: Springer-Verlag,

An educational requirement, that of encouraging the development of decision making skills (with particular reference to selection between alternatives) is identified and discussed. The results of a protocol study in which subjects were asked to make a decision of this type, are reported. These results, as well as information taken from the decision making literature, are used as a base for defining the requirements of an Intelligent Educational System which seeks to encourage externalisation and reflection on decision processes and on the current decision. The architecture of the system is outlined.

Blandford A 1990 ib 2397
An Intelligent Educational System to support the development of decision making skills within engineering design'
in Onate, E. et al. [eds] Computer Aided Training in Science and Technology, Proceedings of the ICCATST.
Barcelona: Centro Internacional de Métodos Numéricos en Ingeniera,

An educational requirement, that of encouraging the development of decision making skills, with particular reference to selection between alternative design concepts within engineering design, is identified and discussed. The results of a protocol study in which subjects were asked to make a decision of the type described, are reported. These results, as well as information taken from the decision making literature, are used as a base for defining the requirements of an Intelligent Educational System, WOMBAT. This system is designed to encourage externalisation and reflection on decision processes and on the current decision. WOMBAT consists of a learning environment together with a dialogue component. An outline design for the learning environment is sketched. The dialogue component, based on the theory of rational agents, is described. The architecture of the system is outlined.

Blandford A 1990 ib 2398
WOMBAT: An Intelligent Educational System to Encourage Externalisation and Reflection on Decision Processes within Engineering Design'
in Gero, J.S. [ed] Applications of Artificial Intelligence in Engineering V, Volume 1: Design: Proceedings of 5th International Conference on Applications of AI in Engineering
Southampton: Comp Mechanics Pubs:

The educational issues involved in encouraging the development of decision making skills, with particular reference to selection between alternative design concepts within engineering design, are discussed. The results of a protocol study in which subjects were asked to make a decision of the type described, are reported. These results, as well as information taken from the decision making literature, are used as a base for defining the requirements of an Intelligent Educational System which is designed to encourage externalisation and reflection on decision processes and on the current decision. The architecture of the system is outlined, and the dialogue component is described in more detail.

Blandford A 1990 ib 2423
A Tutorial Dialogue Model to Encourage Externalisation and Reflection'
in Proceedings 9th European Conference on Artificial Intelligence-
London: Pitman Publishing

This paper describes work on the development of the dialogue component of an Intelligent Educational System, called WOMBAT, which seeks to encourage externalisation and reflection in decision making. The educational issue being addressed is how engineering design students who have developed several alternative conceptual designs can select the 'best' for detail design. The topic on which this work is based is one in which knowledge is treated as 'uncertain', being mainly characterised as 'justified beliefs'. Related work is reviewed briefly, an architecture for the complete IES is sketched, and the characteristics of the dialogue model are outlined.

Bordage G,
Grant J & Marsden P 1990 ib 2466
Quantitative assessment of diagnostic ability
Medical Education, 24, [pp 413-425]

Development of an inventory of diagnostic thinking, based on critical variables identified in previous research. The inventory contains 41 6-point items, validated and assessed for discrimination across different groups of clinicians. The inventory measures flexibility in thinking and structure in memory.

Burt G 1990 ib 2387
Ideology in management education
British Journal of Ed.Technology 21, 2.

This paper raises questions about the Functionalist ideology that dominates the field of management education. The author raises questions about the social location of this ideology, and the interests it serves, and those it neglects or is hostile to.

Carter R & Kirkup G 1989 ib 2360
Women in Engineering
London: Macmillan

The authors have interviewed selected women engineers in both the U.K. and the U.S. The interview data is analysed in the context of other theoretical and statistical material to illuminate many areas central to womens lives. They also look at issues to with engineering, particularly the "masculine" working enviroment' and ask if the costs of success for women in this field are to high. They argue that engineering must not only be open to women, but also to feminist values.

Carter R & Kirkup G 1989 ib 2365
Critical Influences on the career choice of women engineers
The Woman Engineer 14, 8. [Autumn]

An examination of what a group of women engineers themselves thought were the most important influences on their choice of career.

Carter R & Kirkup G. 1990 ib 2495
Women in Engineering: The Interaction of Gendered Structures and Values
Feminist Review 35

An investigation of how the masculine nature of the values and organization of the workplaces of a group of women engineers affected both their professional practice and their views on the world.

Carter R & Kirkup G 1990 ib 2496
How some of us got here: Critical influences on the career choice of women engineers
U.S. Woman Engineer Jan/Feb

This article is based on the work of the authors on gender and technology. It looks at critical influences on the career paths of women professional engineers, through the women engineers own perceptions.

Costigan-Eaves P &
Macdonald-Ross M 1990 ib 2481
William Playfair (1759-1823)
Statistical Science 5, 3. [pp 318-326]

William Playfair is a key figure in the history of quantitative graphics. He was a popularizer and propagandist, a prolific designer of charts, and a developer of economic and business graphics. He established the line graph (especially the simple surface chart) as an important alternative to the table for the nonspecialist reader. Although his charts were not quite so original as some have supposed, they do contain graphic design ideas of great interest and occasional brilliance. His Commercial and Political Atlas of 1786 was a notable venture; it began his 36 year career as a graphic communicator. Playfair's understanding of the psychology of graphic method was remarkable; there is an inner coherence to his picture of the reader's psychological needs which is strikingly modern. (the paper contains many extracts from his many publications).

Gale R & Grant J 1990 ib 2464
Guidelines for change in postgraduate and continuing medical education
London: The Joint Centre BPMF

This paper is a full analysis and description of the change process in medical education. It reviews current literature and reports on a major research project involving practising doctors and medical statutory bodies. The report is intended as practical tool, sensitive to the medical culture and allowing the change leader to use that culture to good effect.

Gale R & Grant J 1990 ib 2469
How to court a clinician
The Health Service Journal, 26 Apr.90 [pp 628-629]

Principles of change management in medicine are described, with their implications for Health Service managers.

Gale R & Grant J 1990 ib 2546
Managing Change in a Medical Context
London: The Joint Centre BPMF

A pocket edition of the above report, [ib 2464] it tackles broadly the same issues with the addition of more practical advice. Techniques to apply in analysing local pathways and barriers to change and application of the model of the change process in practice.

Grant J 1990 ib 2463
Educating adults: Principles for postgraduate education in surgery
Annals of the Royal College of Surgeons of England, 72, 5, [pp 66-68]

Major principles of adult learning are used to evaluate the current state of postgraduate medical education and implications drawn for the higher training of surgeons.

Grant J 1990 ib 2470
Research in medical education in the UK
Medical Education, 24, [pp 185-187]

Report of a survey of current research in medical education in the UK from the point of view of those involved, topics being researched and funding arrangements.

Grant J & Gale R 1990 ib 2471
Leading educational change
Journal of Course Organisers, 5, 2, 63-70

A review of theories and approaches towards change management as they might affect change in general practice.

Grant J &
Marsden P 1988 ib 2512 [TCC 34]
Primary knowledge, medical education and consultant expertise
Medical Education 22

The authors have made a study of the knowledge actually used by medical students, and qualified clinicians up to and including consultant status to follow up four problems in general medicine.A change in the way knowledge bases are held by individual practitioners are examined, along with the interaction between medical education and experience. It is suggested that there is a need for increased vocational and practice oriented elements in medical education, particularly at post graduate level.

Hawkridge D 1990 ib 2347 [CITE 73]
Who needs computers in schools, and why?
Computers Education 15. 1-3 [pp 1-6]

What are the popular rationales for using computers in schools? Are there others that are being neglected? How do they stand up to criticism? Are they the same in both "industrial" and "developing" countries? Is there any evidence that priorities are changing? This paper addresses these questions and draws particularly on recent research funded by the Harold Macmillan Trust, in the developing countries of Africa, Asia, and the Arabic speaking world. [A revised version of the paper given as Keynote address at CAL89, University of Surrey, Guildford, April 11-14, 1989.]

Hawkridge D 1990 ib 2404
Computers in Third World secondary schools: The minister's viewpoint
inMcDougall, A. & Dowling, C. [eds]
Computers in education
North Holland: Elsevier Science Pubs

What should Third World Ministers of Education and their staff think about computers in their secondary schools? An answer to this question is provided by an international co-operative study funded by the Harold Macmillan Trust. Teachers and officials in several African, Asian, and the Arabic speaking countries worked with three British researchers in describing and evaluating how computers arrived in their schools, and what the machines are being used for. drawing on their reports and other sources,(Covering altogether 23 developing countries), this paper analyses the position facing many Third World Ministers of Education and their officials.

Hawkridge D 1990 ib 2411
Economics, Education and Computers in Third-World Schools.
Proceedings of The Seventh International Conference on Technology and Education
Edinburgh: CEP Consultants

This paper analyses the position facing Third World governments seeking a strong rationale for computer education and reviews four popular rationales: the Social, Vocational, Pedagogical and Catalytic. It offers a critique of findings of the UNESCO Congress on Computers in Education (Paris, April 1989). Finally, it asks whether dependency and inequity are inevitable -- in computer education -- in Third-World countries. The paper is based on an international study funded by the Harold Macmillan Trust.

Hawkridge D 1990 ib 2412
The role of new media in the knowledge explosion.
International Journal of Educational Development 10. 2/3 [pp 205-210]

In this paper the author examines two important examples in the third world of new media being used for national development through education. First, what of the Chinese television universities? Second what of computers in third world schools. From these two examples he draws some general, but provocative conclusions.

Hawkridge D 1990 ib 2415
Home study by electronics
National Electronics Review, 25, [pp.18-20

This short paper offers a picture of the way electronics can assist home study in the Open University.

Hawkridge D 1990 ib 2418
Computers in Third-World Secondary Schools: The Ministry's Viewpoint
Computers in Education, 25

What should Third-World Ministers of Education and their staff think about computers in their secondary schools? An answer to this question is provided by an international cooperative study funded by the Harold Macmillan Trust. Teachers and officials in several African, Asian and Arabic-speaking countries worked with three British researchers in describing and evaluating how computers arrived in their schools and what the machines are being used for. Drawing on their reports and other sources (covering altogether 23 developing countries), this paper analyses the position facing many Third-World Ministers of Education and their officials.

Hawkridge D 1990 ib 2537
Computers in Third World Schools: African Advances
Educational & Training Technology International 28, 1.

African governments are turning to computers in their efforts to build stronger economies, and more efficient public services. Ministers of Education in Africa are facing the difficult question of whether schools should have computers and what the machines should be used for. A recent study funded by the Harold Macmillan Trust provides data from several African countries for this policy debate. This paper analyses and discusses the issues and quotes the cases of Kenya and Zimbabwe, two countries taking a lead in this field

Hawkridge D,
Jaworski J & McMahon H 1990 ib 2436
Computers in Third-World Schools
London: St Martin's Press.and
New York: Macmillan

The reasons why governments of developing countries should put computer technology in their schools are highly controversial, but no less than the actual use being made of these comparatively expensive machines and their software. This book looks at experience in African, Asian and Arabic-speaking countries that already have computers in some of their schools. It debates policy and practice, identifying rationales employed by Ministries of Education and international agencies. The authors argue for a long-term view of the potential of computers to liberalise education and through such education to reduce dependence and inequity.

Henry J 1990 ib 2513 [TCC 43]
Developing human potential experientially
in Winterburn, R. [ed] Abstracts of Educational Technology XXIV Realising Human Potential
London: Kogan Page

The author carried out an international survey of practitioners in experiential learning, and although she found that "EL" meant many different processes and outcomes to individual practitioners, she found a common core philosophy in the aim to develop the human potential of the student. In this paper she outlines some of the structure of this philosophy.

John M 1990 ib 2527
Prospects for information services provision for distance education systems in Africa.
in Okeem, E. [ed] Education in Africa: Search for realistic alternatives
London: I.FA.A.

In this paper, the author [Information Manager of the International Centre for Distance Learning, [ICDL] based at the UK/OU].regards educational issues in Africa as linked with all aspects of national development: economic, political, social and cultural. He considers the establishment of distance teaching institutions in Africa either as an alternative, or as a supplement to formal education and the implications this has for information provision in relation to different forms of educational provision. The paper then briefly discusses the relationship between formal and distance education within the context of African societies which are predominantly oral in tradition. The concluding section appraises distance education systems in Africa, the existing supporting agencies arising from them, and suggestions are offered about ways to improve information services provision. [originally given to Workshop on 'Education in Africa: search for realistic alternatives', held at the Institute For African Alternatives, [IFAA] London, Saturday 17th February]

Jones A 1987 ib 2322
Teaching programming at a distance
in Proceedings of the 5th International Conference on Technology and Education

This paper reports on an empirical study of novices learning two different languages through distance teaching: SOLO, a LOGO like language designed for psychology students and an assembly language. Examples are given of the instructional design of the programming manuals and also of the different problems which learners experienced: flow of control, difficulties in knowing when to start on a problem and the identification and use of appropriate programming plans. The paper also looks at the problems the students had in interpreting the text and relates these to the instructional design of the manual. It concludes with some recommendations for good practice in teaching programming at a distance and suggests that much of the work that needs to be done is in making implicit knowledge manifest.

Jones A 1990 ib 2503
Empirical study of novices programming,
Milton Keynes: Open University

This research project was concerned with the difficulties that people have in learning to program when they have no previous experience, and with the problems that they encounter in using self-instructional or distance learning materials which have been specially designed for novices. The curricula and conceptual models of four programming languages designed to teach novices were analysed. The problems that learners have when learning their first programming language, in forming mental models, making adjustments to these models, and in transferring these models to a new language were investigated by carrying out empirical studies.

Jones A & Preece J 1987 ib 2313
Packages-Learning at a distance
in Taylor, C. [ed] Science education and information transfer Vol 9.
Oxford: Pergammon Press

This chapter chapter looks at the use of packages as a form of distance learning, and draws on the experience of the Open University to illustrate the features of distance learning and to provide several case studies. The relevance of distance learning to the third world is also discussed.

Jones A Scanlon E
& O'Shea T [eds] 1987 ib 2310
The computer revolution: new knowledge for distance teaching.
Brighton: Harvester Press

This book describes how the information technologies can be applied in education, and draws on a range of technologies including micros, mainframes and videodiscs to analyse how they can radically alter the quality of learning for students who choose to learn at a distance.

Kirkup G 1989 ib 2363 [TCC 39]
Equal opportunities and computing at the Open University
Open Learning 4, 1

In the same year (1987) that it adopted a statement of intent to develop an equal opportunities policy, the UK Open University adopted also a policy on the use of personal computers by students, including the design of courses with an inbuilt computing element. The author looks at the first year of that "Home Computing Policy" , and considers the extent to which it has promoted equal opportunities for women.

Kirkup G et al 1990 ib 2493
Home based computing for women students
Women into Computing. Selected papers 1988-1990,
Berlin: Springer-Verlag

This paper looks briefly at a variety of issues and initiatives that have been addressed by members of the Women into Science and Engineering (WISE) group at the Open University with respect to improving the proportion of women studying and teaching computing subjects. [Also given at Third UK women and Computing Conference [Norwich July 1990]]

Laurillard D 1991 ib 2549 [PLUM 03]
Mediating the Message: Programme Design and Students' Understanding
Instructional Science [in press]

The research reported aims to describe some aspects of how students learn from television programmes. It was based on observation, interview and test data from five groups of 20-30 Open University students, each watching a social science television programme as part of their course. A qualitative analysis of students' summaries of the programmes showed that only half achieved the intended learning outcomes. A further analysis of the students' responses to key extracts showed that this is more likely to be because of programme structure than because of presentational quality. The research design and results are related to similar studies on students learning from text, and contrasted with the methodology adopted in other studies of the effects of educational television.

Lawless C 1990 ib 2508
How to learn - the thinking student's guide
History Sixth: Dec.

The author presents a description of the way the brain can be used to learn, followed by a practical summary. He argues that reflection on the procedure of learning, is central to the adaption of learning techniques to different fields of study.

Lockwood F 1989 ib 2524
Data collection in distance education research: the use of self recorded audio cassette tape
in Evans T.D. [ed] Research in Distance Education. [in press]
Geelong: Deakin University Press

The author describe a of qualitative research study in which data from interviews and questionnaire was supplemented by data collected from self-recorded audio cassette tapes. Styles of research and different data collection methods are described and the main findings of the research summarised. The contribution of self recorded audio tape to the study is discussed, and the potential contribution of this technique to distance education research is speculated.

Marsden P & Grant J 1990 ib 2472
The learning needs in diabetes of general practitioners
Diabetic Medicine, 7, [pp 69-73]

A report of a survey of general practitioners' learning needs in relation to diabetes in South East Thames Regional Health Authority. The paper describes the topics required, the time available, circumstances of study, practice arrangements and willingness to fund such study.

Mason R 1989 ib 2433
A case study of the use of computer conferencing at the Open University
Milton Keynes: IET-OU

This thesis studies the use of the "COSY" computer conferencing system in the first year (1988) of the Open University Social Science and Technology course, DT200 "An Introduction to Information Technology". The perspectives of students who used conferencing as part of their course on Information Technology, the tutors who used conferencing to tutor the course, and the course team who designed and wrote the course are the central areas of investigation and analysis. (C.I.T.E. Thesis 6.)

Mason R 1990 ib 2425
Conferencing for mass distance education
Conference Proceedings Third Guelph Symposium on CMC [May]
Guelph, Ontario: University of Guelph

This paper discusses the issues raised by using computer conferencing for large numbers of students.

Mason R & Kaye A 1990 ib 2424
New paradigms for distance education
in Harasin, L. [ed] Online education perspectives on a new medium
New York: Praeger

This chapter outlines a possible scenario for electronic distance education, with remote tutors and large numbers of students.

Melton R 1990 ib 2474
The changing face of educational technology
Educational Technology, 30, 9 [pp 26-31]

As the name implies, educational technology was originally perceived as a technology offering educators a scientific approach to the design and development of the whole process of teaching and learning, and in the early days the prime concern of researchers in the field was to reduce the vagaries of human judgement to a minimum. However, with the passage of time it was increasingly recognised that human judgement has an important part to play in the design and development of teaching and learning, and that educational technology has an important human dimension. The intent in this article is to trace the changes which have led to educational technology being perceived in more humanistic terms, and to highlight the nature and importance of the human dimension.

Melton R 1990 ib 2475
Transforming text for distance learning
British Journal of Educational Technology, 21, 3. [pp 183-195]

This article is intended to help those who wish to transform existing text into good teaching material for use in distance learning. It contains a number of checklists to help transformers in their work and a number of examples of transformed materials to illustrate some of the possibilities. Apart from considering ways in which existing materials might need to be changed in order to produce good teaching materials, the article also reviews factors that are likely to determine whether such changes are feasible in practice. The point is that although particular changes may be considered desirable from a transformer's point of view, they may not always be acceptable to others, such as authors, who may have a considerable investment in the development of the materials.

Morgan A 1990 ib 2523 [SRC 35]
Whatever Happened to the Silent Scientific Revolution? -Research, Theory and Practice in Distance Education
in Evans, T.D. [ed] Research in distance education [in press]
Geelong: Deakin University Press

The point of departure of this paper is the title of a recent book edited by David Fetterman "Qualitative approaches to educational evaluation --the silent scientific revolution". The author examines how the idea of a "silent revolution" relates to his own work as an educational evaluator in the Open University, and to the wider international field of distance education. His conclusion is that the "silent revolution" has yet to happen in the distance education field, however there are new ideas and initiatives emerging that move further on towards a new educational technology.

Preece J & Jones A 1987 ib 2314
Transfer with Computer Technology
in Taylor, C. [ed] Science education and information transfer Vol 9
Oxford: Pergammon Press

The chapter reports on a workshop at the Bangalore Conference on "Science and Technology Education and Future Human Needs". The workshop was concerned with the use of computer simulations in teaching science. The chapter discusses the rationale for using computer simulations for teaching science at both the school and university level, and also deals with the design of computer simulations and the kinds of features which are important in designing simulation programs.

Taylor J et al 1991 ib 2550 [PLUM 07]
Discourse and Harmony: Preliminary findings in a case-study of multimedia collaborative problem solving
Educational Technology Systems [in press]

At the Institute of Educational Technology at the Open University we are concerned to understand how to design effective computer-based support for collaborative learning where people are located at different physical sites and connected via various forms of technology. A collaborative project with Rank Xerox EuroPARC provided us with an opportunity to collect data on pairs of subjects working together on a physics problem using a distributed multimedia problem solving environment. Users communicated via screen-sharing and a camera - monitor device called a "video tunnel". This paper describes a methodology for analysing complex problem solving interaction between subjects, and provides preliminary evidence to support the essential role of visibility of one's partner through a video link for successful cooperative work to take place.

Vincent A [ed] 1989 ib 2400
New technology, disability & special needs: Some case studies
Coventry: Empathy [Hereward College]

After a decade of innovation and application of new technology in education, employment and the home for people with disabilities and special educational needs, this book draws together a wide range of experiences. One hundred and twenty people have contributed to the writing of this book, including 32 students. There are contributions from colleges, local education authorities, projects and schemes that focus on post-16 students (learning difficulties, physical and sensory disabilities) together with review articles of developments in related areas: health, employment and social services.

Whalley P 1990 ib 2480
Models of Hypertext Structure and Learning
in Jonassen, D.H. & Mandl, H. [eds] 'Designing Hypermedia for Learning'
Berlin: Springer-Verlag

The dominant conception of the hypertext form is as a medium for information retrieval rather than learning, and where learning is considered, it is usually only of a fairly rudimentary form. The question is raised of whether the 'control' given to the hypertext user may be merely illusionary, in that the fragmenting effect of the non-linear text forms can make it more difficult for the reader to perceive an author's intended argument structure. The artefacts introduced by the hypertext form, in order to improve accessibility, mitigate against its use as the principal teaching medium. It is suggested that designers of hypertext materials might usefully adopt some of the supposed constraints of the linear text form, and that until various problems have been overcome, hypertext might best be used to supplement rather than supplant printed materials for many learning purposes.

Zimmer R 1990 ib 2544
Review of Teaching Students to Teach Themselves by C. W. Lindsey Jr.
Instructional Science

This review begins as follows: The message of this book can be summarised in three parts:
- People together -- including young people -- are natural learners.
- The conventional classroom teaching structure stops them dead
- There is a simpler and better way.

These statements then are expanded and discussed in theoretical and practical detail.

Section B

Internal papers, memoranda and reports

The criteria for including items in sections A, C and E were easy to establish. In the past the Bibliography had two sections for internal papers, Section B for research reports, and Section D for internal papers and memoranda. Inevitably there was uncertainty about where to place many items, which I have have attempted to resolve by merging the two sections, so that all items primarily prepared for internal Open University circulation are listed here in Section B.

Individual members of the Institute have volunteered very different types of papers for entry. Some have over the years submitted many, including very ephemeral items, while others have submitted few or none, although they have prepared important papers of lasting interest. It has not been possible to scan every paper closely enough to establish criteria for admitting some, and excluding others. In the circumstances this Section must be considered the most tentative of the four sections. Copies of the papers should be obtained direct from the authors, as in some cases there is a restriction on the circulation of the paper, where known this is indicated in the entry.

As in the other sections the entries are arranged alphabetically by author, and chronologically where possible within each author's entry. Where known the addressee is listed in the entry, although frequently others received copies of the paper concerned.

Ashby A 1989 ib 2518 [SRC 30]
Internal Digest of Open University Statistics 1984-1988

This is a follow on to the digest of Open University statistics that first appeared in 1987. This report concentrates on the five years 1984-1988. The data covers the undergraduate and continuing education staff and students, and is tables are produced covering graduates, and disabled students. Because of the different rates at which students move through the undergraduate programme, the tables should not be used to draw conclusions about trends in graduation rates.

Ashby A 1990 ib 2519 [SRC 29]
Analysis of Applicants for Undergraduate Study with the Open University in 1989

This document is divided into two sections: [1] provides an analysis of course and demographic data for applicants from 1971 (where data is available) up to and including 1989 [2] provides an analysis by region of course and demographic data for 1989 In this section reference is made to regions in the "North" and "South" this split is based on the English regions of the O.U., in which the East and West Midland regions and those to the north make up the "North" while the remaining [English] regions make up the "South". Since figures for Scotland, Wales and Northern Ireland are included in the tables, they are available for comparison purposes. The 1989 data is also analysed by gender.

Ashby A & Dale J 1989 ib 2516 [SRC 24]
Digest of O.U. Statistics 1971-1987

This document covers the period 1971 - 1987 and provides tables of data relating to undergraduate and associate students analysed by time series.

Ashby A &
Tompkins K 1990 ib 2507 [SRC 37]
Internal digest of Open University Statistics 1985-1989
RESTRICTED CIRCULATION

This internal report analyses tables of Open University statistics, mainly concentrating on time series over the past five years. Persons wishing to obtain a copy should apply direct to the authors . Please note that it will not normally be released outside the Open University.

Bailey L & Calder J 1990 ib 2483
1990 Baseline Review of Community Development and Health Education (CDH)

In October 1989, the Health Education Authority contracted the Open University to carry out a three month baseline review of community development and health education. The review reports on both HEA funded community development projects and on the wider use of community development approaches in health education programmes funded by other organisations. It includes a report of major projects funded by Health Authorities; a review and report of existing evaluation strategies and methodologies within community development and health education. A review of theoretical approaches and a review of black and ethnic minority community development health initiatives are included in the report.

Boyle G 1990 ib 2551 [PLUM 08]
Briefing Paper on Developments in Direct Broadcasting by Satellite in Europe
EERU.Technology Faculty:

Recent developments in the use of Direct Broadcasting by Satellite (DBS) for education in Europe are reviewed. It is suggested that the Open University should consolidate its position as the leading provider of distance education in Europe. In addition to continuing its support for existing O.U. satellite-based initiatives, it is proposed that the University should prepare a series of existing TV programmes, chosen for their relevance to European audiences and linked to CE 'packs', which would be broadcast at regular intervals on one or more European DBS channels.

Burt G 1988 ib 2390
The Open University and the military-industrial complex

Different sectors of education promote different sub-cultures and their associated ideologies. These are often specifically associated with particular spheres of society. In this paper a manifestation of one such sub culture is analysed; the participation of armed forces personnel in Open University courses. This participation is concentrated in computing and electronics - and in mathematics and technology in general. This concentration suggests that course choice is dictated by social forces rather than "individual freedom of choice". Decisions to become involved in particular areas of education require a calculation of the costs and benefits - judged in terms of some ideologically-grounded system of ethics. A model of education as the differential promotion of sub-cultures is offered.

Burt G 1989 ib 2465
Ideologies in School Governor Reports

Some reflections are offered on school governors' reports to parents. Although it is noted that these reports represent a political document, the main focus of the paper is to identify the ideological elements which are present in the reports and to raise questions about these and to draw attention to alternative possibilities. The ideologies examined relate to the curriculum, the school as an economic unit, the governing of the school and to the location of the school in relation to the power structure in education and society as a whole.

Burt G 1989 ib 2413
The Message Behind The Medium

The most natural view to take about computer software for schools is that it provides an interesting new technology for teaching the familiar school subjects. However, this paper argues that there are additional messages which this medium is communicating. To illustrate this point, the content of a computer software for schools catalogue is analysed. It is found that the catalogue reflects and possibly reinforces certain social inequalities. In general the content of the programmes described consistently point the pupil towards the dominant perspectives in society.

Burt G 1990 ib 2389
Ideology in management education at a distance

Recent reports on the distance education provision of management education have been informed by functionalist ideology. yet increasingly in distance education research there are calls for a more critical approach. A critical analysis of management education texts suggests that suggests that the central education rationale is a functionalist one: "my function as a teacher is to help you perform your function in the system more rationally and efficiently". The internal and external relations of the manager's organisation tend to be viewed using the same ideology. Yet an analysis of the social context of organisations reveals a complexity of powers and interests. Of these the weaker interests in society are less clearly served by management education. This suggests a redirection in both management education and distance education research. Furthermore distance education institutions are cautioned against introducing managerialist approaches to their own affairs.

Burt G & Kirkup G 1990 ib 2497
Dependents of IET staff and Students: survey report.

Highlights the importance of providing Open University staff with aged or disabled dependents with support. [Available from the authors]

Byrne C 1989 ib 2287
Enhancing computer facilities for examination boards: An initial report.

How might the computer facilities available to examination boards be enhanced, having particular regard to the use of microcomputers? This paper summarises the present arrangements, their limitations, and the aims of a project that addresses the above question. Possible plans and a timescale for the project are outlined.[The report of project outcomes is ib 2312]

Byrne C 1989 ib 2312
Enhancing computer facilities for examination boards: The present arrangements and options for change

This is the report on the findings of the project outlined in ib 2287. The present arrangements are listed and seven options for enhancing computer facilities for examination boards are outlined. There are preliminary estimates of the development time the Open University Management Services Division would need to develop each one. Two of the options are predominantly 'mainframe based' while the other five depend on microcomputers. The new systems have potential benefits in shortening the timescale of the examination board process, and thus allowing more efficient, and effective use of the Board's time.

Byrne C 1990 ib 2355
The validation of teacher rating instruments and the misuse of correlation

Straightforward advice is offered to researchers, policy makers and practitioners on how validity studies on teacher ratings scales could be better designed and their results better interpreted. Attention is drawn to a number of misleading uses and misinterpretations of correlation coefficients which arise in such studies and in other educational and social science research.

Byrne C 1990 ib 2356
Students ratings of their teachers and courses

The literature on students' ratings of their teachers and courses is selectively reviewed, leading to the conclusion that our present instruments and procedures are for the summative evaluation of individual teachers are unsatisfactory and may seriously mislead. The available research strongly suggests that student evaluations mainly reflect teachers personal qualities, such as expressiveness, enthusiasm, confidence and authority, but not their pedagogic performance, and that such evaluations are poor indicators of student achievement.

Byrne C 1990 ib 2376
Evaluating teachers: Improving the design and use of students rating instruments

Proposals are presented for improving the design and use of instruments used by students to evaluate their teachers. The present generation of such instruments lack validity. New instruments and procedures for their use are needed to produce better evaluations. The evidence for the lack of validity is briefly reviewed; the major part of the paper is devoted to the presentation and discussion of proposed new instruments and procedures. The paper is addressed to researchers, who may wish to follow up these lines of research, and those policy makers and practicioners who wish to adopt better practices in teacher evaluation.

Calder J 1990 ib 2276 [SRC 31]
Report on the Annual Survey of New Courses 1989

The fifth of an annual series produced by the Student Research Centre of The Open University's Institute of Educational Technology. The report is the result of a survey of a sample of students spread across all the Open University undergraduate courses for which 1989 was the first year of presentation. Questionnaires are administered first to the course managers, to establish the type of component in the course, then a separate questionnaire is posted to students in the sample. This is sent after the course exam, and asks them to rate the course components on , use, helpfulness and difficulty. The returns from this are then analysed to provide course teams, and others with an indication of the performance of the course[s] in the field.

Calder J 1990 ib 2485
Co-publication guidelines for course teams.
Co-publication Sub-Committee

This is an edited set of guidelines for course-teams who are thinking of using co-publication for course materials or for readers. The guidelines explain what co-publication is, with examples; outline the major constraints, and draw attentions to some of the pedagogical issues which have been identified so far.

Calder J & Pearson. H 1990 ib 2543
Student Progress and the CNAA/ OU Credit Transfer

In July 1990, the CNAA and O.U. agreed to carry out a small joint pilot study. The aim was to investigate the types of difficulties experienced with their applications by people who entered to O.U. through the credit transfer scheme from CNNA courses. Only those who subsequently graduated were included in the pilot. The first stage of the study identified 132 people who had graduated with the O.U. over a four year period, who had entered through the direct credit transfer scheme from CNAA courses at other institutions. This summary report draws attention to key characteristics of these graduates, and identifies the presence of a core of students with complex pathways, who appear to move backwards and forwards between institutes.

Carter R & Kirkup G 1990 ib 2498
Women into Science and Engineering [WISE Group report 1990]
to Maths Science & Technology Facultys

Describes the past three years of group activity and highlights some of the areas that the group hopes to work in during the next few years. [Available from the authors]

Chambers E ,Durbridge N
& Pearson H 1988 ib 2510 [TCC 46]
Summary of the results of student feedback for A102: An Arts Foundation Course 1987-88

This paper summarises the findings of a student survey by questionnaire conducted during the first year of the course [A102: An Arts Foundation Course] in 1987. It compares results of the first twelve reports, each covering one block of the course with the thirteenth - an account of students retrospective views of the course, given after the exam, but before the results were known. Many changes were made to the course as a result: most notably the Philosophy block was rewritten for presentation in 1990.

Chambers E &
Pearson H 1989 ib 2511 [TCC 47]
Summary of the results of student feedback for A 310: Life and Death, A co-published course

This paper consists of the Summary sections of five much longer evaluation reports (80 pages in total) submitted to the A310 Course Team, and the Open University's Collaborative Publishing Sub-Committee during the period December 1988 - July 1989, the first year of the course. Many changes were made to the course, in particular, many of the study guides were completely rewritten in line with the suggestions made in the report[s].

Crooks B 1990 ib 2490 [PLUM 06]
Use of video-cassettes : Issues of access, relative roles of broadcast and video-cassette programmes and raising awareness of new possibilities. BAVSC/32/3.

Background information was considered concerning: access of students to VCR's the changing viewing, recording and study patterns of students, existing video backup schemes, current use by Course Teams of television designed for use on video-cassette, relative roles of broadcasts and video-cassettes in O.U. courses and the educational opportunities for design of television material intended for use with VCR's. Recommendations were made relating to the introduction of a Video Access Policy (that is, a group of courses where access to a TV and VCR will be assumed).

Crooks B 1990 ib 2492 [PLUM 05]
Review of re-introduction of Broadcast Loan Scheme [BAVSC 30/10].

The Open University has operated a Broadcast Loan Scheme (formerly called the Videocassette Loan Scheme) for about ten years. In order to conduct a review of its operation and make recommendations for future policy, evidence concerning the access of various groups of students to television transmissions was considered. It was proposed that the new scheme be focussed on (a) remote students
(b) individual programmes.

Dale E &
Kirkup G 1988 ib 2371 [SRC 18]
Women who do T101 and Why

This paper reports selected information obtained in a large scale survey of students registered for their first Foundation Course in 1987. It is part of a larger research project on the effects of gender on distance study carried out in collaboration with the FernUniversität, Hagen. The report examines the differences between women and men who register for T101 as their first Foundation Course, particularly with regard to student characteristics and their reasons for studying this course.

Durbridge N 1990 ib 2552 [PLUM 10]
Considerations and Recommendations for Textual Design in Arts Faculty Courses

This publication is a collection of items produced by Nicola Durbridge to advise the Arts Faculty on the production of their printed materials. Part 1, entitled 'Course Guides', is a discussion - including description, commentary and recommendations - that focusses upon the content, organisation and style of Arts Faculty Courses Guides. (This paper is also TCC 41.) Part 2, entitled 'A206: Illumination', is a memorandum outlining a method of exploiting the printed page in teaching texts through the use of marginal comments. Examples are provided and the practicalities of such a device are discussed. Part 3, entitled 'User-friendly course material: typography', is a memorandum containing some suggestions for ways to make course team essays more palatable to students through the thoughtful use of typography. An appendix provides illustrations of the design consistency in the TMA formulations for A102. [Text]

Hales G 1991 ib 2554 [SRC 38]
Survey of Associate Students (1990)

This report covers an extensive survey of associate students carried out in the latter part of 1990. The survey was designed to look at the students reasons for study, their reactions, and the practicalities of study [particularly costs] and their plans for the future. This work was commissioned by the Open University's Business Development and Marketing Office.

Henry J 1988 ib 2514 [TCC 35]
Open University course costs.

This paper arose out of the authors work on course costs, and her role co-ordinating a review of interfaculty costs. The paper was prepared for the O.U. Science Faculty. It was designed and used to to explain to outside funding bodies the basis of O.U. costs.

Jones A 1990 ib 2504
Providing home computing facilities for students learning at a distance.
Education for Information, [in press]

In 1988, the O.U. implemented a home computing policy [HCP], under this policy students use microcomputers in their homes as part of their O.U. study. In 1990 there were 13,500 students taking courses with a HCP element. Two objectives in introducing HCP in any course are [1] that students with varying amounts of computer experience (including novices) can learn to use the system quickly and efficiently, and [2] that the computer based materials can be used successfully by the student studying alone. A three year evaluation of was conducted of the courses as they were being developed. This paper draws on these evaluations to consider the first three years of the HCP and assesses the benefits and problems from the students' point of view, and also the implications for course design of providing access to IT in this way.

Jones A. & Mercer N 1990 ib 2505
Theories of learning and their implications, in Language, Classrooms and Computers, *in Scrimshaw P [ed] Language, Classrooms and Computers, [In Preparation.]*

In this chapter, behaviourism, constructivism, and Vygotskian theories of learning are all shown to have influenced the development of educational software. It is suggested that some form of Vygotskian theory will probably provide the most useful framework for studying the use of computers in classrooms, although the more individualistic theories of Papert and other constructivists also offer important insights.

Kaye T, Mason R &
Harasim L 1989 ib 2533 [CITE 91]
Computer Conferencing in the Academic Environment.

The authors introduce the main features of computer mediated communication, concentrating on the use of computer conferencing in the academic environment. Twelve case studies of computer conferencing in the academic environment are then presented and analysed, with attention being given to the positive and negative factors influencing the implementation and use of this technology. The concluding section identifies the four key areas that must be attended to for successful use of computer conferencing in the academic environment.

Kirkup G 1989 ib 2374 [CITE 80]
Home Computing Evaluation Report. DT200 End of Year Report 1988.

This report from the Project presents an analysis of survey data regarding students' early experiences on one course only. The report concerns itself with access to and use of microcomputing equipment as well as with experiences of the computing and numeracy components of Block 1.

Kirkup G 1989 ib 2375 [CITE 83]
Home Computing in Practice 1988-1989 and Possibilities for 1992.

This report is based on presentations made at two public meetings held in June 1989. Firstly, it considers the course design and presentation of home computing courses in 1988 and 1989 as well as the operation of the Pool and the issues regarding support for students. Secondly, it examines future possibilities in the light of new technology. The report also includes responses to the Home Computing Policy made by OUSA and Tutorial Staff.

Kirkup G &
Dale E 1989 ib 2373 [CITE 69]
Home Computing Evaluation Report. M205 End of Year Report 1988.

This report from the Project presents a final analysis of survey data on students' access to and use of microcomputing equipment for one course only. The report also examines problems students found with particular areas of the course and the sources of help available.

Kirkup G &
Dale E 1990 ib 2499 [CITE 107]
"T102 Tutors' Use of the Home Computing facility"

Reports a short survey carried out with all tutors on the technology foundation course to assess their attitude to the home computing facility and their use of it. Most striking findings are the amount of extra work that it has engaged tutors in.

Kirkwood A 1990 ib 2521 [SRC 33]
Access to Microcomputing Equipment for Study Purposes - Undergraduate Students in 1988

In November 1988 a survey of undergraduate students was undertaken to gather information on student access to two "new media" technologies, video-cassette players and microcomputers, in order to help the development of the Open University's policies in these areas. The sample consisted of 6.000 students still live on the register after the summer school period [2,000 on foundation courses, 4,000 post foundation level two and up]. They were chosen at random, but excluding those on courses in the first year of presentation. [This exclusion was in order not to clash with the annual survey of new courses].

Kirkwood A &
Kirkup G 1989 ib 2528 [CITE 65]
Computing on DT200, M205, & M371 Report of the initial survey of spring 1988

A survey in spring 1988 covering students on three courses [DT200, M205, & M371] with a computing component looked at the way in which the new Home Computing

Policy [HCP] was working out in practice. The acquisition, setting up and operation of computing equipment in the home environment is covered, as is students' usage of the equipment for non O.U. tasks. Student attitudes towards computers are examined. Finally student perceptions of the relevance of the computing component to present and future employment is examined.

Laurillard D, Crooks B, Kirkwood A, &
Taylor J 1990 ib 2548 [PLUM 02]
Programme on Learner Use of Media: Programme Outline 1990-1993

The purpose of the Programme is to investigate and to develop an understanding of students' use of and learning from combinations of educational media (both current and anticipated) in distance education. This paper describes the aims and objectives of the Programme and an outline of activities for the coming three years.

Lawless C 1990 ib 2538 [TCC 50]
Course design and planning: structuring two courses in the Arts Faculty

This report describes the design of two Arts courses using innovative structures. The aim was to recognise and build on the ways in which students actually study courses and to provide them with complementary ways of studying the materials. The structure required draft materials to produced in a set sequence, thus allowing greater integration of different sections.

Lawless C &
Morgan A 1990 ib 2522 [SRC 34]
Students' Experiences of Home Computing on the Technology Foundation Course (T102)
Home Computing Evaluation Project

This study forms a part of a project to evaluate the Open University's Home Computing Policy.(HCP) Under this policy students have to acquire a machine that fits a specified standard MS-DOS. (Machines can be rented or purchased at a discount from the O.U.) What is significant about T102 is that it is the first foundation course to use "HCP"; as such it will introduce more students to the use of computers, and unlike the other courses using HCP computing is only a small part of the subject matter of the course.

Lockwood F 1991 ib 2526
The rapid production of a low resource self instructional training package for clinical tutors

The design , production and presentation of a self instructional training package for a specific medical audience is not unusual. However when this is achieved by authors who had no previous experience of writing self instructional material, which was produced within six and a half months working part time and within a modest budget it is! This paper outlines the project The author goes on to explain and present those techniques designed to involve the learner in active study that formed the content of briefings and training seminars given to the course team, along with other techniques that evolved out during the production of the course.(submitted to:-Medical Education.)

Mason R 1990 ib 2427 [CITE 99]
The use of COSY in DT200, 1989

This paper is an evaluation of the use of the "COSY" computer conferencing system in the second year of the Open University Social Science and Technology course, DT200 "An introduction to information technology". It contains a comparison with the results from the first year of presentation (1988), and details of changes made to the course in the second year.

Morgan A 1989 ib 2515 [SRC 28]
Home computing evaluation project students' experience of study - M205

This report is part of a wider evaluation of the Open University "Home Computing Policy" . In it the author examines how the "HCP" has effected the way in which O.U. students go about their studies. He also examines the issues "HCP" raises regarding equal opportunities, and access to the O.U. for disadvantaged groups in society.

Pearson H 1990 ib 2520 [SRC 32]
Analysis of applicants for undergraduate study with The Open University in 1988

This paper analyses the applications for admission to the Open University Undergraduate Programme for the years 1988-1990. Section One concentrates on the analysis of course and demographic data for 1988-1990. Reference to earlier years is made where relevant, but data is only provided for 1988-90. Section Two provides a regional analysis of course and demographic data for 1990, and this data is further analysed by gender. The regional population percentages used for comparison with applicant data are based on the 1981 census. Although the census data is out of date, it seems unlikely that gross population percentage of any region will vary much from that of 1981.

Taylor J 1991 ib 2547 [PLUM 01]
The Programme on Learner Use of Media: Annotated Bibliography

The bibliography provides a comprehensive view of the use of media in a large distance education institution - the Open University. Contained within it are abstracts of papers going back to the inception of the University right through to the present date. Some of the papers have been published externally, some are internal reports and some are copies of communications between individuals within the O.U. where the issue being debated is thought to be of some significance to the use of media in courses. It therefore constitutes not only an important resource for those involved in course design and decision making with regard to media-mix, and policy, but also provides a unique insight into the development of the use of media at the Open University.

Thorpe M 1989 ib 2532 [CITE 76]
The Tutor Perspective on Computer Mediated Communication in DT200:Introduction to Information Technology.
Home Computing Evaluation Project.

This paper reports on a study of ten tutors on the first [1988] presentation of the new course DT200:Introduction to Information Technology. The study concentrates on the implications for O.U. tutors of the new "Home Computing Policy", and in particularly the use of the CoSY conferencing facility as a medium of communication between tutors and students.

Whalley P 1990 ib 2479 [CITE 127]
HyperBuggy—a teacher's manual for an object-orientated control language.

HyperBuggy is a graphic object-orientated control language. It operates under the three modes of buggy control differentiated in the Technology National Curriculum document: direct-drive; instructional and program control. The interface has been designed to minimise the keyboard and reading skills necessary to operate the system. Also the syntax used by the children is at a fairly high level, in order that they may concentrate on the strategic aspects of the problem; writing a program that will enable the buggy to get through a maze.

Whalley P 1991 ib 2553 [PLUM 11]
An Alternative Rhetoric for Hypertext - a return to linearity

The conventional rhetoric for hypertext is based on the idea of subordinating linearity, in that links and hierarchies become the main structural representations. Although hyptertext is bound to be implemented in terms of the basic computing element of pointer structures, it is shown that they do not have to become as dominantly apparent in their raw form as they are in most current hypertext systems. An alternative rhetoric is proposed for hypertext based on the aspects which are most likely to aid learning, rather than the conventional regard for the more limited concerns of information retrieval. It is suggested that the most important pedagogic feature of hyptertext is its malleability - it can change over time and it may offer multiple perspectives on a particular domain. A learner centred rhetoric is developed in which hypertext plays the role of animateur for the distant author

Whitehead D 1990 ib 2506
Equal Opportunities and the Open University History Curriculum

This memo was prompted by the Report of the Open University's Equal Opportunities Group report. It concentrates on one area where the elimination of discrimination would be of benefit to all, and not just those discriminated against.

Womphrey R 1989 ib 2517 [SRC 27]
Report to the Technology Faculty Courses Committee

In this paper are reviewed the principal findings from student feedback collected by the Student Research Centre in I.E.T., on Technology courses in first presentation , 1985 - 1988. The aim is to present the students' attitudes to the components of the courses and their views on some other issues. It is outside the brief to relate those attitudes to the relative "success" of the courses. (Measuring the success by the pass rate for example.)

Zimmer R 1989 ib 2487
Course Unit Analysis: T232 Unit 14

This course-unit analysis was done as a prototype for its kind, as part of the remake of the course T232 into T235 (Engineering Mechanics: Solids). It begins as follows: The content and effectiveness of a unit can be analysed in terms of three major components:

- its overviews,
- its substance
- its summaries

These, respectively, let the learner grasp the topic in outline, discover what is in it, and knit it together into a coherent whole. Most unit analyses centre on the substance of a unit. This analysis centres on the unit's overviews and summaries.

Zimmer R 1989 ib 2539
What the O.U. really must do next

This concise one-page summary explains what the author thinks that the O.U. really must do in order to succeed against growing competition.

Zimmer R 1989 ib 2540
Student-centred teaching: helping students to learn

This concise, one-page summary lists the actions which the author believes form the heart of helping people to learn.

Zimmer R 1989 ib 2541
T235 Course Guide draft: structural suggestions

This document raises the problem of the table-of-contents that appears as little more than a mention-list of unconnected items, and shows how it can be made into meaningful reading that can help readers to find their way into the topic.

Zimmer R 1989 ib 2542
First report of the steering group for the academic review: a response

This document draws attention to three well-known conditions which are necessary and sufficient for the emergence of high creativity and efficiency within an organisation: shared goals, open communication and individual support. It shows that the report neglects the second and third of these, and goes wrong in the way in which it focusses on the first. A solution to this problem then is suggested.

Zimmer R 1990 ib 2488
Developing the Institute's work: a basic issue

This document raises the problem of 'inaccessible writing' as an important one which should be addressed by the Institute. 'Inaccessible writing' is defined as writing which fails to make a topic as clear to the learner as it is to the writer, as the learner

- goes into the topic,
- moves around in the topic, and
- comes out of the topic.

Zimmer R 1990 ib 2489
The academic staff training programme

This document highlights two ways in which the offer of a training programme for academic staff can result in ineffectiveness of the programme – and shows how these pitfalls can be avoided.

Section C

Lectures delivered outside the University

Members of the Institute have received invitations to deliver lectures and papers to learned societies and other groups; they have also prepared papers to read at professional meetings of one kind or another. Not all such papers are published afterwards, but they are listed here and are available from the authors. If they were published, they appear in Section A.

The entries are again arranged alphabetically by author, with each author's entries being ordered chronologically as far as possible. For each entry, the body to whom the lecture or talk was given is stated, together with the place and date, where these are known.

Calder J 1990 ib 2486
Distance Education and the OU's Experience
Commonwealth of Learning
UWIDITE/COL Conference on Distance Learning UWI Mona Campus

Three broad areas are covered:
(1) the range and potential of distance education;
(2) some of the key issues that have emerged as important in the provision of distance learning; and
(3) the Open University's experience over the last 20 years of the strengths and weakness' of some of the different media - in particular, print and audio visual materials.

Calder I, Calder J &
Crockard, A. 1990 ib 2482
Tracheal Intubation and Cervical Pathology
Cervical Spine Assn. Annual Conf Sicily

Various clinical and radiological examinations have been suggested for use in identifying cases in which intubation is likely to prove difficult. During 1990, a study of some of these methods has been carried out, involving patients undergoing cervical surgery at the National Hospital in London. Using stepwise discriminent analysis (Wilk's method) the most useful discriminent appears to be diminished joint space at the occipito-atlanto-axial complex. Of the clinical examinations of the cranio-cervical junction, followed by protrusion of the mandible.

Carter R & Kirkup G 1990 ib 2502
"Women into Science and Engineering (WISE): Activism and Institutional Change"
European and Third World GASAT (Gender and Science and Technology) Conference May Jonkoping Sweden

The WISE pressure group has existed in the Open University since 1984. This paper begins an analysis of where the group has been able to effect change within the institution and where it has failed. It tries to look at what structures are most resistant to change. [Printed in the proceedings]

Crooks B 1990 ib 2491 [PLUM 04]
The potential of non-broadcast television technologies for learning and the implications for educational television design and research.
Tel - Aviv Seminar on ETV Broadcasting Research in the Nineties, Sponsored by the European Broadcasting Union.

The teaching potential of videocassettes and videodiscs are reviewed, together with an indication when mass access is likely to rival that of broadcast television. Since the immediate challenge is presented by videocassettes, the implications that the characteristics of this technology have for television design are explored. The changes to broadcast educational television that are likely to result from the impact of the videocassette medium within the next decade are explored by means of a brief scenario.

Gale R, Grant J & Jackson G 1990 ib 2473
Introducing education and career counselling at Lewisham: Experience of a managed change
Ass. for the Study of Medical Education Annual Scientific Meeting, Manchester.

A report of a demonstration project in managed change in a London District General Hospital, using guidelines developed during a previous study. The project will introduce a system of educational and careers counselling for pre-registration house officers and senior house officers and includes the development of a new approach to induction.

Hawkridge D 1989 ib 2530 [CITE 72]
Towards 2000: Informatics in education
Guest Speaker:Dundee Institute of Technology Centenary [March]

The author covers the use of "Informatics" [IT] in education, both in teaching and administration, looking at the likely developments and problems of the last decade of the twentieth century. The main reference of the paper is to Scottish higher education.

Hawkridge D 1989. ib 2348
The role of media in the knowledge explosion.
Keynote address Development Through Education' Conference,
Oxford University, Sept 26th 28th.

This paper explores the role of new media in national development through education. It deals particularly with the experience of the People's Republic of China in providing for national development through its television universities, and with the experience of countries in Africa, Asia and the Arabic-speaking world in introducing computers into their schools. These experiences raise issues concerning international cooperation and aid. [The published version of this paper is ib2412]

Hawkridge D & Newton W 1989 ib 2349
Developing computer-based training in the United Kingdom
The XIth European Symposium on Technology-Based In-Company Training and Education, Paris, 26-27 Oct

This paper discusses the past, present and future of computers in British company training. It begins with case studies of CBT developments in a very large British company, the Abbey National, and in one small company. A short discussion of the benefits of using CBT follows. In turning to the recent past and immediate future, the paper looks at hardware developments which may have an impact on training technologies. It is based on research published by the authors in 1988, and on a British study by Wendy Newton of companies' perceptions of CBT and artificial intelligence applications in training.

Hawkridge D 1989 ib 2350
Computer-based training: beyond the limitations of current structures and systems.
Third International Conference on Computers and Video in Company Training, Lugano, Nov. 20th-22nd.

This paper is in two parts. The first introduces the theme of the 3rd International Conference on Computers and Video in Company Training. It asks several challenging questions about current structures and systems in companies and company training, and gives some why participants should look beyond the limitations of these structures and systems. The second part, delivered at the end of the conference, deals with the questions: Where are we going? Are we getting there?

Hawkridge D 1989 ib 2444 [CITE 100]
Rationales and Futures for Computers in African Schools and Universities.
The University of Swaziland Workshop on Computers in Education, Manzini, Dec

This paper examines rationales for introducing computers into schools and universities in African countries and compares these rationales with those being advanced in industrial countries. Do developing countries in Africa needs computers and why? Why put computers in their schools? What has been the experience to date? What should happen next, and what will happen? The paper is based on an international study funded by the Harold Macmillan Trust.

Kaye A 1989 ib 2534
Computer-supported collaborative learning in a multi-media distance education environment
NATO Advanced Research Workshop on: Computer Supported Collaborative Learning

This paper discusses the role of computer based learning in overcoming the drawbacks associated with the largely non-interactive nature of print based distance learning courses. It looks at the use of computer conferencing on an Open University Undergraduate course. This large scale use of the media is compared and contrasted with the more "usual" use for virtual classroom type presentations with one "teacher" and 20/30 students.

Kirkup G & Kirkwood A 1989 ib 2500
"Access to Computing for Home-Based Students."
SRHE Conference Dec London

A discussion of access and Equal Opportunities issues raised with respect to the Open University 'Home Computing policy'.

Kirkup G & Kirkwood A 1990 ib 2501
"Computers in Distance Education: Opening or Closing Access"
Seventh International Conference on Technology and Education: March, Brussels

A short discussion of how far access was being affected by the introduction of home computing at the Open University.

Kirkwood A 1989 ib 2410
Learning: The Forgotten Dimension?
to the 11th Forum of the European Association for Institutional Research (EAIR) 'Towards Excellence in European Higher Education in the 90's', 27th-30th August, University of Trier,

Governmental pressures for universities to demonstrate greater efficiency while maintaining the quality of their activities have resulted in a range of performance indicators being adopted. However, questions of quality in teaching, learning and research are hardly addressed by these indicators: Instead, more tangible measures of input and output predominate. The quality of learning arising from the experience of higher education is rarely considered, although any valid measure of a university's performance must take account of the intellectual development of its students. A combination of qualitative and quantitative evaluations is necessary to the process of monitoring standards and performance in higher education.

Kirkwood A 1990 ib 2401 [SRC 36]
Into the Video Age: Open University Television in the 1990s
Conference on 'Broadcasting in the 1990s' : Churchill College Cambridge 9th Feb

Significant changes in the nature of Open University television productions will occur in the 1990s as a result of the high level of access to video equipment among the University's students. A very large proportion of course programmes are already recorded off-air by students for subsequent viewing, but additional educational benefits can be achieved if programmes are designed from the outset to give learners greater opportunities to control and interact with the material. Although there remains the need to ensure that all students can gain access to the television material (either by transmission or direct mail of video-cassettes) courses will be able to design video format programmes to fulfil important educational functions that cannot be achieved by any other means in a distance teaching context.

Lockwood F & Lefrere P 1990 ib 2525
Trends in decision support systems for technology based training
Training Agency LTU Conference
Authoring languages and tools
Coventry, June

In a number of independent projects, researchers are developing aids for for various stages in the development of technology based training (TBT). This offeres the prospect of a computerised system which would give trainers full decision support. By this the is meant on the help help covering every stage in the design and evaluation of learning materials, and all mature training technologies. This paper looks at the need for job aids, then outlines some representative projects.

O'Malley C &
Scanlon E 1989 ib 2531 [CITE 75]
Computer-supported collaborative learning: Problem solving and distance education.
CAL89 University of Surrey 11-14th Apr.

The aim of this research is to understand how to effective computer based support for collaborative learning in distance education. This paper reports on three preliminary studies of collaborative problem solving among university students. The aim of which was to determine their participation in and preference for cooperative work in their courses. A questionnaire based study of Open University students was made, along with observations of students working in groups at Summer School. The third was an evaluation of two types of interface for supporting synchronous collaborative problem solving.

Spensley F 1990 ib 2545 [CITE 126]
Representational redescription and children's drawing.
British Psychological Society Cognitive Psychology Section Annual Conference, University of Leicester, 7th - 9th Sept.

Karmiloff-Smith (1990) has recently applied her model of representational redescription (Karmiloff-Smith 1984;1986) to the analysis of children's drawings. In line with her model, she argues that initial "behavioural success" (4-6 years old) is produced by executing "compiled procedures" (Karmiloff-Smith 1990, p. 60), and that children at this level have no access to the constituent elements of their procedures unlike 8-10 year olds. This claim is supported by evidence of the limited modifications young children are able to make in drawing "a man that does not exist". By looking at the order of production of elements within the drawing, and the non-disruptive effect of interruptions I will argue that the procedural account cannot be supported. By providing children with more specific instructions about types of modification I will show that Karmiloff-Smith's data merely reflects young children's lack of imagination and does not support her model.

Spensley F et al 1990 ib 2447 [CITE 105]
An 'Alternate Realities' Microworld for Horizontal Motion
Third International Conference on Computer-Assisted Learning (ICCAL '90), Hagen, June 11th-13th

This paper describes the development and evaluation of a computer-based microworld for teaching about the physics of horizontal motion. The simulation allows students to investigate the effects of sliding friction on the horizontal motion of blocks of various masses and surface areas. The microworld presents students with seven "alternate realities", characterised as different planets, on which the behaviour of the blocks is determined by varying the effects of surface area and mass on the horizontal distance travelled. The students' task is to identify on which of the planets the blocks behaviour corresponds to that in the real world. The program was written in HyperCard 2.0 on a Macintosh IIx. The simulation environment was tested on Open University students attending a summer school for foundation level mathematics.

Vincent A 1990 ib 2477
The role of Information Technology in transition
ICEVH Conference Europe Into the 1990s
University of Warwick 9th April

This paper considers the role of information technology for a blind pupil undergoing transition to further or higher education or employment. Examples are drawn from an OECD/FEU case study project in 1990. Issues associated with the use of technology for compatibility, training, continuity, technical support, research, and networking of resources.

Whalley P 1989 ib 2428
Models of hypertext structure and learning.
Nato Advanced Research Conference on Hypertext and Learning,Tubingen, July

The dominant conception of the hypertext form is as a medium for information retrieval rather than learning, and where learning is considered, it is usually only of a fairly rudimentary form. The question is raised of whether the 'control' given to the hypertext user may be merely illusionary, in that the fragmenting effect of the non-linear text forms can make it more difficult for the reader to perceive an author's intended argument structure. The artefacts *introduced by the hypertext form, in order to* improve accessibility, mitigate against its use as the principal teaching medium. It is suggested that designers of hypertext materials might usefully adopt some of the supposed constraints of the linear text form, and that until various problems have been overcome, hypertext might best be used to supplement rather than supplant printed materials for many learning purposes.

Whalley P 1990 ib 2478
A student centered rhetoric for hypertext
to the 'Text Processing' Special Interest Group of the European Association for Research on Learning and Instruction, Amsterdam, November

This paper is intended to critically examine the hypertext media form in the context of distance teaching texts. The dimensions of text linearity and reader control are related in terms of the authors' intended argument structure and the students' possible study strategies.

Yibing Li & O'Shea T 1990 ib 2414
BRRR: A Tool for Facilitating User's Navigation in Smalltalk-80
Symposium on Object-Oriented Programming Emphasizing Practical Applications (SOOPA) Marist College, Poughkeepsie, NY Sept.

Smalltalk-80 is an object-oriented programming system. Programming in Smalltalk is undertaken mainly by reusing the existing components in the system library. However, as Smalltalk still lacks some necessary support mechanism, users experience navigation problems(ie. they have difficulties in finding the components they require). In this paper, we will briefly discuss the factors which cause this navigation problem and present BRRR, a browsing tool designed for non-expert users to facilitate their navigation in Smalltalk-80. The design is based on the "retrieval by reformulation" paradigm which is used in the information retrieval domain.

Section D

Reports to external bodies

Members of the Institute have written reports to external bodies, usually in the course of their personal research activities. If these reports have been published they appear in Section A. As in earlier sections, the entries are listed alphabetically by author and chronologically, as far as possible, within authors. The body to whom the report was made is also named.

Byrne C 1990 ib 2317
Teachers' knowledge and teachers' effectiveness in the teaching of mathematics
Economic and Social Research Council

This paper is a report on research that sort to investigate how and teachers' subject and pedagogical knowledge contribute to these teachers' effectiveness, and also to evaluate new research methodology. The case study approach was used with seven teachers, teaching a maths topic [trignometry and area and volume] over seven hours. Lessons were recorded on video, and post test of achievement were administered to the pupils. the theory underlying the research was well supported, and the methodology judged successful. The teachers' appropriate subject and pedagogical knowledge contribution was shown to be critical to teacher effectiveness .

Calder J 1990 ib 2484
A study of the relationship between deliberate change in adults and the use of media-based learning materials
Unpublished thesis (Oxford University)

The aim of the study was to illuminate our understanding of how distance teaching materials might appropriately contribute to the needs of adults who are in the process of working through international changes.. The approach adopted was to investigate the ways in which people in their natural settings approach and work through changes which they have deliberately chosen to make. The range and extent of resource use and the roles they play in the facilitating the change process are identified and examined. In-depth interviews and tests with a purposive sample of 23 people were carried out in two phases at six month intervals. Semi-structured questionnaires were used, with Kuhn's Twenty Statements Test used to collect additional information on self-concept. The study develops a 'grammar' of change which enables different types of changes in people's daily lives to be analysed, classified and compared with other changes.

Grant J & Marsden P 1988 ib 2535
Senior house officer training in South East Thames: Part One: Discussion and Recommendations
South East Thames R.Health Authority

This paper looks at the provision for training and career guidance for medical staff in the SHO grade in the region [South East Thames] and considers ways in which this might be improved. There is a further volume [ib 2536] containing tables and diagrams illustrating the evidence underlying the discussion and recommendations in this volume.

Grant J & Marsden P 1988 ib 2536
Senior house officer training in South East Thames Part Two: Exhibits
South East Thames R. Health Authority

This is an appendix to ib 2535 containing tables and diagrams illustrating the evidence underlying the discussion and recommendations in the first volume

Harrison R 1990 ib 2402
An evaluation of the programme for higher education at a distance in Colombia
to Instituto Colobiano Pare el Fomento de la Educacion Superior

This is a report on consultancy visit to Colombia by a member of IET. The report reviews the existing provision in Colombia, and looks at a number of potential models for development.

Harrison R 1990 ib 2403
Evaluation and Institutional Research
to Instituto Colobiano Pare el
Fomento de la Educacion Superior

This paper reviews the various Open University models for evaluation and institutional research. This is probably the best overview of this area available at the present time.

Hawkridge D [ed] 1990 ib 2434
Evaluating the World Bank project to
develop the television universities
and new polytechnics of
The People's Republic of China.
London: British Council, [for State
Education Commission, Beijing]

This report makes a large number of recommendations concerning the future operation of the television universities and new polytechnics of the People's Republic of China, based on a comprehensive evaluation of the impact on them of a World Bank project worth about $250 million.

Mason R 1989 ib 2432
The use of computer networks
for education and training.
to The Training Agency [Report OL87]

This report contains an overview of the educational issues involved in using computer conferencing. There is a section of twenty case studies and a list of details on a number of conferencing applications throughout Europe.

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